Postgraduate Certificate in Academic Practice

Programme Handbook

V.3 September 2016 (the latest version is valid)

2016 – 2017

The PGCAP programme is “committed to improvement and innovation, and one imbued with strong value commitments to students, their learning and the quality of teaching.” Clegg, p.4091

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Part A – Programme Information

1. Welcome and Introduction

Welcome to the PGCAP programme at Heriot-Watt University. The programme has been run by the Centre for Academic Leadership & Development (ALD) since September 2000 and we are welcoming you into Cohort 17. All of us at ALD and the PGCAP programme team are looking forward to working with you.

The PGCAP is a two-year part-time programme, which consists of four courses with 15 credits each on M level SCQF 11. Successful completion of the programme (gaining 60 credits) leads to the award of PGCert. The UK Professional Standards Framework (UKPSF) is embedded within the programme from the beginning, and guides participants through their studies, thus supporting the Heriot-Watt University Learning and Teaching Strategy 2013-2018, which states that one of their Priority Areas for Development is to “align academic development activities for staff more closely with the University’s Learning and Teaching Strategy and the UK Professional Standards Framework.”

The programme is open to Heriot-Watt University staff who support student learning (including Professional Services staff with this responsibility), and who have a minimum of 10 hours of direct student teaching contact in an academic year. Responsibility must also include formally or informally planning the content of teaching sessions, managing assessment (formative and/or summative) and giving feedback to students.

One of the most positive aspects of the PGCAP is that it draws together academics from across the University. This network is so powerful because it gives you the opportunity to share expectations, experiences and conceptions of teaching and supporting learning in higher education with people who have different disciplinary backgrounds but who are at the same stage of their career. Our experience shows that participants learn most from these interdisciplinary conversations.

We aim to engage with you in a critically reflective dialogue of evaluating your teaching practice within your wider professional context. In responding to the outcomes of your evaluations we hope to engender a cycle of continuous professional development that will guide you through your academic career. In accordance with Academic Registry’s guidance, this Programme Handbook informs you about the PGCAP, ALD, and the University. Please familiarise yourself with the handbook and if you have any questions, do not hesitate to contact us.

We wish you an enjoyable and successful career at Heriot-Watt, and look forward to working with you on the programme.

Nicole Kipar
PGCAP Programme Leader
Centre for Academic Leadership & Development

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2 Formerly 'Academic Enhancement' and before that 'Educational Development Unit'
2. **PGCAP Programme Team**

The PGCAP is delivered by the Centre for Academic Leadership & Development (ALD). The Centre aims to support and facilitate teaching and research excellence by the entire academic community at Heriot-Watt. By continuing to deliver innovative and inspiring leadership and development opportunities, we aim to provide practical ways to help accomplish the University’s Strategic Plan.

Beside the PGCAP, the Centre runs University-wide development programmes - such as LEADS, Heriot-Watt Crucible, Research Futures and Heriot-Watt Engage, whilst also leading prominent national initiatives - including Scottish Crucible and the KE Scotland Conference, and forging new collaborative activities with external research and HE institutions.

“The Centre has a pivotal role in delivering the University's Learning and Teaching Strategy through offering development opportunities which cross the arbitrary line sometimes drawn between teaching and research.”

Prof John Sawkins, Deputy Principal for Learning & Teaching

By continuing to deliver innovative and inspiring leadership and development opportunities, we aim to provide practical ways to help accomplish the University’s Strategic Plan.

The dedicated PGCAP team consists of a programme leader, who also co-ordinates the courses, and an administrator. While the core team is small, the PGCAP programme is taught and supported by wide range of colleagues from across the university, and external subject experts to share expertise and practice:

- Current and former colleagues from across the University, from academic Schools and Professional services, who teach seminars, lead workshops, and thus share their expertise
- School Learning & Teaching champions in conjunction with Directors of Learning & Teaching
- External facilitators with years of experience in tertiary education
- Approved Teachers and Markers with expertise from HEIs across the UK
- The Deans of the University in conjunction with Academic Registry

**Who to contact**

Programme/Course Administration: PGCAP@hw.ac.uk
Programme/Course Academic Queries: Programme Administrator: n.kipar@hw.ac.uk
Nicole Kipar
Programme Leader PGCAP, course co-ordinator
Skype: nkipar
Email: N.Kipar@hw.ac.uk

I am happy to meet on campus or on Skype: please contact me by email.

Academic Programme Leader in ALD

Nicole Kipar joined Heriot-Watt University in March 2006, having previously worked in academic development at Canterbury Christ Church University in Kent since 2001. She is the Programme Leader of the PGCAP, and the co-ordinator for its courses. Nicole is the main teacher in Year 1, and part of the interdisciplinary teaching team in Year 2.

She has been extensively involved in enhancing curriculum design in HE, and greatly enjoys critical discussions about understanding student learning and effective approaches to teaching. Her particular interest is transnational education and distance teaching: minimising transactional distance while fostering peer-supportive learning environments for those involved in supporting student learning across our campuses. Nicole also developed and lead the GlobalPD programme for Heriot-Watt University’s Approved Learning Partners.

Nicole is a part-time 2nd year PhD student at Heriot-Watt’s School of Textile & Design engaged in research-led practice, and seeking to contextualise the Brothers Grimm’s fairy tales through historical dress.

Lynn Gilding
Programme Administrator
Office Location: 3.05 Postgraduate Centre
Phone: (0131) 451 8098 or 3812
Email: PGCAP@hw.ac.uk

Programme Administrator and ALD Senior Admin Assistant

Lynn Gilding joined Heriot-Watt University in August 1999 and is the Senior Admin Assistant for ALD and PGCAP Administrator. Lynn performs all administrative tasks for the PGCAP Programme and other Learning and Teaching programmes and also assists with the daily operation of ALD. She has many years’ experience in administrative duties at Heriot-Watt University. Prior to this Lynn worked for the Careers Service and the City of Edinburgh Council Education Department.
3. Programme Foundation

3.1 Programme Philosophy

The programme is deeply embedded in the Scholarship of Teaching & Learning\(^5\) (as described below), professionalism in teaching and supporting learning within the HE environment as outlined by the UK Professional Standards Framework (UKPSF) 2011, and in the active and critical engagement with educational literature and practice. At the heart of participants’ engagement with the PGCAP lies critical reflection as a marker of the professional in Higher Education.\(^6\) The programme is guided by the concepts of collaborative learning, as applied in the Community of Inquiry model\(^7\), and deep learning as transformation\(^8\) which takes place through internal construction within the learner (cognitive independence), and through dialogue with fellow participants and facilitators/teachers (social interdependence) (Garrison & Anderson\(^9\)). The programme is designed to offer choice in mode and location to make it available to all staff who support student learning, in particular all academic staff, regardless of location and learning preference.

3.2 HWU Graduate Attributes and the PGCAP

With the key aim of the Heriot-Watt Graduate Attributes being that “through their experience at Heriot-Watt University, all students will develop the skills and qualities of the four graduate attributes”, the PGCAP has embedded them into the programme.

Participants are simultaneously postgraduate taught students, and academic (or related) members of staff, thus the Graduate Attributes are of importance to them as teachers - for their students, and as learners themselves.

The Heriot-Watt University Graduate Attributes are:

**Specialist**
- Possesses a breadth and depth of knowledge in their specialist area
- Applies, through research and enquiry, a systematic and critical approach
- Adopts an informed, analytical approach to identifying and resolving problems
- Is adept at utilising and applying knowledge in practical or academic contexts

**Creative**
- Demonstrates critical-thinking, imagination and intellectual agility
- Strives to be innovative and experimental in advancing knowledge and in creating solutions
- Is flexible and able to adapt to rapidly changing environments
- Seeks and progresses opportunities for change and growth

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Professional
- Is reflective and critical
- Acts with integrity and an ethical approach, accepting personal responsibility
- Values and is adept at team-working and collaboration
- Communicates in a confident, informed and inclusive way
- Is adept at evaluating, managing and presenting information
- Takes on increased responsibility
- Has an appetite for lifelong learning
- Is reliable, dedicated and self-motivated

Global
- Is able to apply their knowledge and skills in international and multi-cultural academic and professional contexts
- As a global citizen, is aware of and takes responsibility for the social, civic and ethical impact of their actions
- Appreciates and responds to cross-cultural diversity
- Is aware of, and responds to, key challenges

The Graduate Attributes have been adapted for the PGCAP, encouraging learners - who are also teachers - to develop the skills and qualities of the following four graduate attributes:

- **Specialist**
  - Implements pedagogical knowledge to learning & teaching and educational design in their discipline
  - Evaluates and applies educational research, practice and scholarship to their own academic practice
  - Takes a systematic and scholarly approach to their teaching

- **Creative**
  - Innovates their teaching in a critically informed way, adapting and varying approaches to best suit student learning
  - Implements new ideas and techniques and evaluates their impact on learning
  - Proactively seeks out opportunities for change and innovation, meeting them creatively

- **Global**
  - Treats all of their students & colleagues with fairness, respect, equality, dignity and autonomy
  - Embeds an inclusive and positive intercultural attitude to all areas of their academic practice
  - Applies their understanding of diverse cultural frameworks to learning and teaching

- **Professional**
  - Committed to being a critically reflective practitioner as a marker of their professional identity
  - Continues their professional development throughout their career
  - Dedicated to a professional dialogue with peers and willing to offer their constructive feedback
3.3 Programme Underpinning: Scholarship of Academic Practice

3.3.1 Scholarship of Teaching (SoT)

Heriot-Watt is a research-led institution, which values excellence in both research and learning & teaching. While the two main areas of professional academic practice are often regarded as separate, the PGCAP programme is instead based on the premise that they are fundamentally interconnected, and are manifestations of academic identity. This understanding is expressed in how Ernest Boyer’s\(^{11}\) (1990) model of scholarship was chosen to establish the programme in. The theoretical framework of the PGCAP is a critical interpretation of this understanding of scholarship with its four – overlapping - domains of discovery, integration, application, and teaching, summarised in his concept of Scholarship of Teaching (SoT), which authors have since articulated as the Scholarship of Teaching & Learning (SoTL).

The programme recognises Academic Practice as integrating these domains of scholarship. While these domains might appear at first glance as distinct activities, authors like Boshier\(^{12}\) (2009) believe that Boyer would not have wanted his concept disaggregated in this way. Trigwell and Shale\(^{13}\) (2004) reminded us that “all higher educators, Boyer implied, share a commitment to knowledge creation: teaching and research alike are equally important aspects of it.”

3.3.2 Research-teaching linkages

The University’s Vision\(^{14}\) at the centre of the Learning & Teaching Strategy is:

*To deliver world-leading research-informed education and to be recognised globally for the high quality of our graduates.*

The PGCAP does not consider teaching and supporting student learning as a distinct area of academic practice, but integrated in the role of the academic, and as an interconnected and joined part of academic practice. The programme understands scholarship of teaching as embedding all of Boyer’s overlapping dimensions, and therefore teaching as the context and setting for discovery, integration and application\(^{15}\). This means that incorporating research-informed teaching can be seen as the application of scholarship to theoretical or practical issues - which in return inform teaching. In Fincher and Work’s\(^{16}\) (2006) words, “teaching can [should] include the scholarship of application, integration, and research.”

Furthermore, Healey\(^{17}\) (2000) argued that the scholarship of teaching needs to be developed within the context of the culture of the disciplines in which it is applied, and that “the scholarship of teaching involves engagement with research into teaching and learning, critical reflection of practice, and communication and dissemination about the practice of one’s subject.”

For the purpose of the PGCAP programme, the integrated model of the Scholarship of Teaching & Learning (SoTL), as described above, is understood and referred to as the Scholarship of Academic Practice (SoAP)

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\(^{14}\) See also section 7.1 ‘Alignment of the PGCAP with University Strategy’

\(^{15}\) Boshier (2009), ibid.


3.3.3 Critical Reflection

The term reflection could be considered as a representation of human consciousness. Reflection as process or act refers to the means by which the human mind has knowing of itself and its thinking. Such a process is deeply embedded in the continuous relationship between action and reflection. In this sense one can conceptualise reflection as the action of turning (back) or fixing the thoughts on some subject, in order to learn. (Higgins, 2011, p.583)

Over one-hundred years ago, the key originator of the concept of reflection, the psychologist and educational reformer John Dewey19 “concluded that reflection is an active and intentional cognitive process involving sequences of interconnected ideas that interact with underlying beliefs and knowledge.” (quoted in Thorson & DeVore, 2013, p.9020). Since then, many frameworks and varieties of interpretations of the concept of reflection have been.

For the purpose of the PGCAP programme, Hatton & Smith’s21 (1995) understanding that “reflexive thinking generally addresses practical problems and often requires a time of disequilibrium and reframing beliefs and actions before solutions are reached” is fitting. And as Rodgers (2002, p.845)22 emphasised, reflection is a “complex, rigorous, intellectual, and emotional enterprise that takes time to do well.”

Shaw (2013, p.320)23 illuminated the connection between reflection and learning by stating that “Deep reflexivity can lead to perspective transformation (Mezirow, 200024) or transformative learning (Habermas, 197425; Moon, 200426).”

The PGCAP refers to critical reflection throughout the programme, and this concept will be explored from Course 1 onwards. Reflection is an integral part of being a professional in Higher Education, in that it allows us to stand back and analyse our experience, and critical reflection encourages us to look beyond and seek answers to such complex questions (Larrivee, 2008, p.34228) as to the nature of our frame of reference, our beliefs, and how these beliefs and frameworks condition our practice.

The PGCAP aims for participants to create their own meaning of reflective practice, and engage with it in a constructively critical way.

Critical reflective knowing is neither behavioural nor technical, not truth establishing nor captured by a discipline. It critiques all other forms of knowledge, and in so doing, it moves beyond merely reproducing what is. (Habermas, 1978, p.4228)

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3.4 Programme Approach & Values

The PGCAP curriculum was designed in a melded approach (Toohey, 199929), taking into consideration four main drivers: Schools, University, Professional bodies (HEA), Government (QAA, SCQF). Drivers can be conflicting, and working with a one-dimensional, inflexible model was considered unsuitable, instead requiring an approach that allows the combining of agendas, constraints, ideologies and resources. The two main models in this melded approach are Toohey’s Experiential (or personal relevance) approach, and the Socially Critical approach.

<table>
<thead>
<tr>
<th>Experiential</th>
<th>Socially Critical</th>
</tr>
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<tbody>
<tr>
<td><strong>View of knowledge:</strong></td>
<td><strong>View of knowledge:</strong></td>
</tr>
<tr>
<td>Knowledge is most valued that is personally significant and useful</td>
<td>Knowledge is constructed within our historical and cultural frameworks</td>
</tr>
<tr>
<td>PGCAP: embedded in participants’ own academic practice</td>
<td>PGCAP: embedded in scholarship (SoAP) and HE context</td>
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<tr>
<td><strong>Process of learning:</strong></td>
<td><strong>Process of learning:</strong></td>
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<tr>
<td>Climate of respect between learners &amp; teachers</td>
<td>Dialogue between learners and teachers</td>
</tr>
<tr>
<td>Collaboration and support amongst learners</td>
<td>Critique of social concepts and institutions</td>
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<tr>
<td>Authenticity and openness of the teachers</td>
<td>PGCAP: transnational education and global learning</td>
</tr>
<tr>
<td><strong>Roles of learners &amp; teachers:</strong></td>
<td><strong>Roles of learners &amp; teachers:</strong></td>
</tr>
<tr>
<td>Teacher: assists learners in self-regulating their learning</td>
<td>Teacher: assists learners in understanding where their own views come from,</td>
</tr>
<tr>
<td>by facilitating seminars, collaboration; providing guidance, access to</td>
<td>challenges preconceptions, encourages other possibilities</td>
</tr>
<tr>
<td>resources</td>
<td>Learners: critically evaluate, come to their own conclusions</td>
</tr>
<tr>
<td>Learners: plan their learning needs, identify strategies</td>
<td></td>
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<tr>
<td><strong>Learning goals:</strong></td>
<td><strong>Learning goals:</strong></td>
</tr>
<tr>
<td>Involves learners in the formulation of their learning goals</td>
<td>Learners become graduates who are capable of self-realisation in a social context</td>
</tr>
<tr>
<td>PGCAP: individual focus based on needs analysis (Year 1) and interest (Year</td>
<td>PGCAP: focus on reflection throughout programme</td>
</tr>
<tr>
<td>2)</td>
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<tr>
<td><strong>Assessment:</strong></td>
<td><strong>Assessment:</strong></td>
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<tr>
<td>Learners collaborate with peers and colleagues (Year 1)</td>
<td>Learners collaborate with peers and colleagues (Year 1)</td>
</tr>
<tr>
<td>Learners evaluate a complex project (Year 2 synoptic)</td>
<td>Critical inquiry &amp; independent judgment (Year 2 synoptic)</td>
</tr>
</tbody>
</table>

Table 1 Comparison of Experiential and Socially Critical Models according to Toohey, pp. 59-66

3.4.1 Equal Opportunities Statement

The PGCAP programme is founded on the understanding that equality of opportunity30 is key to academic development, and this belief permeates everything the programme stands for and aims to achieve. The PGCAP cherishes the diversity among staff and students of the University and the opportunities this brings, and it aims to enable all students/staff to realise their full potential.

The programme aims to create an environment in which all students and staff are selected and treated solely on the basis of their merits, abilities and potential, regardless of sex, colour, ethnic or national origin, race, disability, age, sexual orientation, socio-economic background, religion and belief (including lack of belief) or political beliefs, trade union membership or non-membership, marital and civil partnership status, family circumstances, pregnancy or maternity status, gender reassignment.

The PGCAP is in line with Heriot-Watt University’s Equality Impact Assessment (EIA) which “acknowledges that equality is not about ‘treating everyone the same’ as everyone is different. EIA is a way of recognising this should be reflected in the way that we work.”31

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30 See HWU Equal Opportunities statement: http://www1.hw.ac.uk/hr/eo_index.php
31 Equality & Diversity at Heriot-Watt University: http://www1.hw.ac.uk/equality/index.htm
4. Programme Overview

The programme is designed on postgraduate masters level 11\(^2\) of the Scottish Credit and Qualifications Framework (SCQF\(^3\)) for part-time study, with a notional number of study hours of 150 per course. The majority of these hours will be comprised of participants’ own teaching practice: their teaching and support of student learning are integral parts to the programme.

4.1 Programme Aims

The PGCAP programme aims to establish participants’ concepts of learning, and thus of their academic practice, within the integrated dimensions of the Scholarship of Teaching & Learning (SoTL) which is understood and referred to as the Scholarship of Academic Practice (SoAP).

It aims to provide participants with the confidence to:

- plan and choose appropriate strategies from a diversity of teaching approaches - including technology
- determine when and how innovation is beneficial to promote high quality learning
- support learning in different modes (locations, levels, roles) through the adoption of key policies and a theory and practice-informed attitude to teaching and learning
- know where their strengths and weaknesses are while challenging themselves.

The programme further aims for participants to establish their own academic identity and practice (specifically in Learning & Teaching) as a 21\(^{st}\) century Academic within the global reach of Heriot-Watt University and the context of Scottish Higher Education.

4.2 Programme Learning Outcomes

**Understanding, Knowledge and Cognitive Skills**

1. Plan teaching approaches appropriate to the disciplinary context, mode, location, and level of learning, and choose confidently from a variety of suitable teaching methods.
2. Demonstrate critical engagement with principles of curriculum design, and their application on course and programme level, both conceptually and within discipline contexts.
3. Relate contrasting assessment goals and functions to their role in educational design and how they affect student learning.

**Scholarship, Enquiry and Research**

4. Integrate research in learning and teaching, and determine the most relevant approach to research informed teaching from the research-teaching nexus.
5. Evidence adoption of scholarship: integration of research and professional activities in their teaching and support of student learning.
6. Evaluate their learning and teaching practice by choosing appropriate methods and methodologies.
7. Integrate critical engagement with education literature and practice, and implement pedagogical knowledge to educational design in their discipline.

**Industrial, Commercial and Professional Practice**

8. Identify and develop their academic identity and situate their academic practice within the global environment of the institution, Scottish Higher Education, and external bodies.
9. Evidence the adoption of a critically reflective approach to their academic practice and their own professional values in relation to learning, teaching and research.

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Autonomy, Accountability and Working with Others

10. Adopt an inclusive attitude to equality and diversity\textsuperscript{34}, apply principles of interculturality and operate proactively within transnational education.

11. Apply effective strategies to mentoring students, and supervision of student projects and research.

Communication, Numeracy and ICT

12. Evaluate the relevance of technology and employ appropriate technologies to improve the student learning environment and experience, and appraise the potential benefits of changing pedagogic practice.

13. Engage in professional dialogue with peers through effective communication and by giving constructive, useful feedback.

4.3 Approaches to Teaching & Learning

The PGCAP programme combines Edinburgh campus and International campuses participants in one cohort.

Face-to-face teaching includes seminars and workshops on the Edinburgh campus and the Dubai campus, which includes distance teaching i.e. the session leader might be in a different location and join the class via video technology such as Skype. With the opportunity to join a distance teaching session, where available, there is great flexibility in how participants may engage in their studies and collaborate with their peers.

We will make extensive use of VISION, the University’s Virtual Learning Environment (VLE). You must have Skype installed on your computer (or other appropriate synchronous online collaboration tool, as directed), and have a working webcam and microphone/speakers.

The PGCAP programme is designed to offer choice in mode and location to make it available to all staff who support student learning, in particular all academic staff, regardless of location and learning preference. The key principle to safeguard academic standards across multi-mode/location provision is, according to the Code of Practice for the Management of Multi-Location, Multi-Mode Programmes (2014)\textsuperscript{35}:

“Identical Academic Standards; Diversity of Learning Experiences”

The educational framework underlying the ever-evolving programme design and approach to teaching combines three key approaches to learning:

- **self-regulatory** skills (Broadbent & Poon\textsuperscript{36}) – SRL Strategies
- **social construction** of knowledge (Broadbent & Poon; Garrison & Anderson\textsuperscript{37}) – Peer Learning
- **low transactional distance** (Moore\textsuperscript{38}) - Dialogue

Learning is understood as taking place in an **intricate interaction**. Responsibilities for learning lie:

- not just with the student,
- not just with the teacher,
- not just the design,
- not just the environment


5. **Programme Structure**

<table>
<thead>
<tr>
<th>Year 1: Teaching, Assessing and Designing the Curriculum for Learning in Higher Education</th>
<th>Year 2: Foundations of Leadership in Academic Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course 1 - research-informed Learning &amp; Teaching Environments</strong></td>
<td><strong>Course 2 - Curriculum in Context: Assessment, Feedback &amp; Curriculum Design</strong></td>
</tr>
<tr>
<td>PGCAP Programme</td>
<td>Synoptic: Course 3 - Scholarship of Academic Practice I</td>
</tr>
<tr>
<td>Synoptic: Course 4 - Scholarship of Academic Practice II</td>
<td><strong>Year 1</strong></td>
</tr>
</tbody>
</table>

**Year 1 Curriculum**
- Foundations of academic practice: understanding learning, approaches to teaching, assessing, and supporting learning in context
- Integrating research-teaching linkages, and introduction to Scholarship of Academic Practice
- Academic Identity in context: internal HWU processes and quality procedures, externality through positioning within Scottish Higher Education

5.1 **Course 1 – Research-informed Learning & Teaching Environments**

**Course 1 Aims**
Course 1 aims to provide participants with an understanding of conceptions of learning, and therefore with the confidence to plan and choose teaching strategies from a variety of approaches and techniques, suitable to support learning in different modes (locations, levels, roles). The course aims to build the foundation for embedding discipline appropriate research-teaching linkages in their own practice. Furthermore it aims to encourage participants to establish their own role within their academic context, and to know where their strengths and weaknesses are while challenging themselves.

**Course 1 Learning Outcomes**
1. Demonstrate a critical understanding of student learning.
2. Formulate teaching approaches that foster student learning through the use of various methods, including technology, appropriate for their disciplinary context, mode, location, and level of learning.
3. Reflect critically on their own academic practice in the light of research-teaching linkages and the scholarship of academic practice.
4. Critically evaluate evidence drawn from existing educational research, scholarship and practice.
5. Evidence the adoption of an inclusive attitude to equality and diversity in their support of student learning.
6. Communicate effectively by engaging in professional dialogue with peers, giving constructive, useful feedback.

**Course 1 Syllabus**
- Introduction to Scholarship of Academic Practice SoAP (integrated SoTL)
- The UK Professional Standards Framework and your own practice
- The Academic context (HWU and Scottish HE) and your role within
- Conceptions of learning (deep-, surface-, higher-order learning and cognitive domains)
- Approaches to teaching (supporting independent and self-regulated learning)
- Interactive teaching techniques for different groups and types of learners
- Approaches to research-teaching linkages/research-informed teaching
- Issues and opportunities of Equality, Disability and Student Diversity
- Strategies for mentoring students
Course 1 Summative Assessment
- Individual: Critical Reflection on SoAP (integrated SoTL) applied to own academic practice
- Part 1 of structured peer observation: planning on session level

Course 1 Formative Assessment and Feedback
- Opportunity for peer and facilitator feedback during Microteach activity
- Peer and colleague feedback during peer observation
- Seminar discussions and online dialogue

5.2 Course 2 – Curriculum in Context: Assessment, Feedback & Curriculum Design

Course 2 Aims
Course 2 aims to introduce participants to aspects of leadership in Learning & Teaching such as designing curricula and assessing students. It aims to equip participants with a deep understanding of key principles of curriculum design for learning, and with it key aspects and purposes of summative and formative assessment, and feedback. It further aims for participants to establish their own role in the university by familiarising them with learning & teaching related internal university processes and external requirements, as an academic within the global reach of Heriot-Watt University and Scottish Higher Education.

Course 2 Learning Outcomes
1. Demonstrate critical engagement with principles of curriculum design by applying them to courses and programmes within the framework of internal and external requirements.
2. Relate contrasting assessment and feedback goals and functions to their role in educational design and apply these to student learning.
3. Design teaching and assessment activities that foster student learning and are aligned within the curriculum.
4. Critically evaluate evidence drawn from existing educational research, scholarship and practice.
5. Employ principles of interculturality to their own practice and operate proactively within transnational education.
6. Communicate effectively by engaging in professional dialogue with peers, giving constructive, useful feedback.

Course 2 Syllabus
- Curriculum design principles (curriculum alignment, values, approaches, models and frameworks)
- Key aspects of summative and formative assessment and feedback
- Designing summative and formative assessment and feedback activities within the aligned curriculum
- Designing learning activities within the aligned curriculum
- Writing good Learning Outcomes and Aims
- Curriculum in context: internal HWU processes (e.g. HAPs, quality standards) and external factors (e.g. accrediting bodies, QAA subject benchmarks, SCQF level descriptors)
- Interculturality and transnational education

Course 2 Summative Assessment
- Collaborative (e.g. interdisciplinary, multi-location) Learning Design Project, which investigates an area of the curriculum and engages critically with educational literature.
- Part 2 of structured peer observation, planning on course level (aligned curriculum)

Course 2 Formative Assessment and Feedback
- Peer support during collaborative design project
- Seminar discussions and online dialogue
5.3 Year 2 - Courses 3 & 4 - Scholarship of Academic Practice I&II

Year 2 Curriculum
Inquiry into academic practice: critical evaluation of learning & teaching.

Courses 3 and 4 in Year 2 are linked synoptically to allow participants to evidence engagement with the scholarship of academic practice in greater depth and breadth. The Quality Assurance Agency (QAA) described synoptic assessment in the 2011 edition of the Quality Code39 as such:

An assessment that encourages students to combine elements of their learning from different parts of a programme and to show their accumulated knowledge and understanding of a topic or subject area. A synoptic assessment normally enables students to show their ability to integrate and apply their skills, knowledge and understanding with breadth and depth in the subject.

Synoptic assessment suits the inquiry into aspects of participants’ practice, by allowing it to take place over the whole academic year, thus encouraging deep learning through horizontal and vertical integration. The incentive for synoptically linking the courses in Year 2 is the focus on in-depth analysis, critical evaluation and synthesis of a ‘new topic’ that brings together knowledge and skills from the two previous courses in Year 1, and goes beyond to develop new and original thoughts.

Aims
Course 3 and 4 aim to establish participants’ concepts of learning, and thus of their teaching practice, within the integrated dimensions of the Scholarship of Teaching & Learning (SoTL) (understood and referred to as the Scholarship of Academic Practice (SoAP)). It aims to give participants the opportunity to investigate in-depth a topic of their choice in the field of their own academic practice and thus to lay the foundation for leadership in learning & teaching. The course aims to imbue dedication to continuing professional development in relation to their academic practice, and a desire to communicate their learning with colleagues.

Learning Outcomes
1. Critically evaluate an area of their learning and teaching practice by systematically undertaking an educational inquiry.
2. Justify the choice of underlying theoretical framework and the methods that derived from it, e.g. data gathering, research instruments, and data type.
3. Apply an ethically sound approach to the inquiry from inception through to completion and dissemination of findings.
4. Relate prior understanding of learning and the curriculum to the chosen inquiry into their academic practice, and produce original thoughts, ideas, processes, applications, recommendations, etc. to improve student learning.
5. Justify alignment of the data analysis method to inquiry design and develop their arguments based on the critical interpretation of evidence.
6. Integrate critical engagement with education literature and practice, and implement pedagogical knowledge to educational design in their discipline
7. Evidence the adoption of scholarship by integrating research and professional activities to benefit their students’ learning.
8. Continue their professional development by disseminating their findings successfully to a wider audience.

Syllabus
- Positioning in paradigm: ontology, epistemology, methodology
- Designing an inquiry: frameworks and interrelationships
- Developing the inquiry question and choose appropriate data sources
- Inquiry design: critically evaluating learning and teaching

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• Approaching ethical considerations and compliance
• Choosing and justifying methods of data gathering: inquiry tools
• Approaches to analysing data: understanding qualitative data
• In-depth analysis, evaluation and synthesis of an inquiry topic that brings together prior learning
• Leadership in Learning & Teaching: integrating the Scholarship of Academic Practice
• Disseminating findings and innovating practice in Higher Education
• Poster Presentation of an academic inquiry in an international setting

Year 2 Summative Assessment: Inquiry into Academic Practice

The inquiry should be planned and sufficiently rigorous to produce findings that are of use to yourselves and for the institution and beyond (e.g. micro level – colleagues, to macro level – across Heriot-Watt and beyond to the Higher Education sector).

Explore one relevant area of your practice in close detail and keep the study small. The outcomes of the inquiry should be applicable to your own work context. The inquiry design includes choice of theoretical framework, development of inquiry question, design of inquiry tools and justification, ethical considerations and approval, data gathering and data analysis methods derived from inquiry design.

Summative assessment for 30 credits on SCQF M 11, this encompasses:

• 4.1 Poster Presentation of inquiry approach and findings at PGCAP Forum in April 2017 (10 – max.15 minutes)
• 4.2 c.3000 written words (e.g. scholarly report)

Notional study hours: 300 (10 hours per credit)

Course 3 & 4 Formative assessment and Feedback

Over the course of study in Year 2, several points of formative assessment and feedback opportunities have been designed into the curriculum.

Formative milestones must be completed to progress further and onto the next step.
6. Assessment

The assessment regulations follow those for other Postgraduate courses in the University, except for one adjustment to the Heriot-Watt University Assessment and Progression System (version January 2015): as is common in courses for academic staff, grading is on a pass / refer basis.

Assessment involves a series of coursework assignments, which relate to the learning outcomes of the programme, and directly to the attainment of the learning outcomes of the course being assessed. All assignments should be embedded in the participants' own, subject specific practice in teaching, learning and research.

<table>
<thead>
<tr>
<th>Course</th>
<th>Assignment</th>
<th>Requirement</th>
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<tbody>
<tr>
<td><strong>YEAR 1 SEMESTER 1</strong></td>
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<tr>
<td><strong>Course 1</strong></td>
<td>Individual: Critical Reflection on SoAP (integrated SoTL) applied to their own academic practice</td>
<td>Pass/Refer</td>
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<td></td>
<td>Part 1 of structured peer observation: planning on session level</td>
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<td><strong>YEAR 1 SEMESTER 2</strong></td>
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<tr>
<td><strong>Course 2</strong></td>
<td>Collaborative (e.g. interdisciplinary, multi-location) Learning Design Project on an aspect of the curriculum</td>
<td>Pass/Refer</td>
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<tr>
<td></td>
<td>Part 2 of structured peer observation, planning on course level</td>
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<td>(aligned curriculum)</td>
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<td><strong>YEAR 2</strong></td>
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<td><strong>Course 3 &amp; Course 4</strong></td>
<td>Synoptic Assessment:</td>
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<td></td>
<td>Inquiry into academic practice</td>
<td>Pass/Refer</td>
</tr>
</tbody>
</table>

6.1 Academic Convention

Participants are expected to makes consistently use of appropriate academic conventions and academic honesty, and to communicate in fluent academic writing by:

- using coherent, concise and cohesive expression by adhering to English conventions
- integrating a wide range of relevant, scholarly literature (generic and discipline-specific) to support justification of views
- accurately referencing all sources using the Harvard convention

See also: 7. Plagiarism and Academic Misconduct Policy

6.2 Requirements for Award

All assessed work must be credited with a pass in order to pass the programme and achieve the Award (PGCert).

Assessment will be based on an ungraded pass/refer system. All parts of the course assessment will be a requirement for the award (e.g. formative assessment in synoptic Course 3). You will qualify for the award of Postgraduate Certificate in Academic Practice if you pass all four courses. The Certificate fits the University (and national) award structure of 60 credits on SCQF level 11 (Masters level), with 15 credit points attributed to each course.

6.3 Submission and Presentation of Assignments

All assignments are to be submitted electronically, ideally in Word format, or in RTF. Assignments are to be submitted electronically through VISION on the due date. You will be asked to submit via Turnitin.

Assignments must have the course specific assignment information on the first page, including as a minimum:

- Participant name
- Course for which the assignment is submitted
- Number and assignation of the assignment (e.g. 1.1 Critical Reflection)
- Title of the assignment (e.g. “Reflections on online facilitation”)

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The referencing style should be the Harvard System of Citing & Referencing. It is expected that assignments will adhere strictly to style conventions. The University Library provides essential information and guidance.

Return of Assignments

Course markers are committed to providing feedback on your assignments as immediately as is possible. In most instances, this will occur within three weeks, in line with university policy.

Missing Assignment Deadlines

You are expected to submit assignments by the specified date. In exceptional circumstances an extension may be granted by the course co-ordinator, and you should contact them in the first instance. This is only possible in Year 1 (Course 1 and Course 2) and you need to complete a Late Assignment Request form available on VISION before the due date.

In Year 2, to gain an extension to the summative assignment submission deadline of the synoptic assessment (typically at the end of semester 2 in April of the calendar year), you are required to follow the University’s Mitigating Circumstances process.

Non-submission of Assignments

Failure to submit assignments within the allowed timeframe (as described above) will be handled as a referral, with re-assessment opportunities granted as described below.

Re-Assessment Opportunities

If the Progression Board decides that a candidate be referred in any course, then the candidate should normally be given the opportunity to retake that course. The Board of Examiners may give specific directions on the nature of the work to be resubmitted. The course does not necessarily have to be retaken with attendance. The procedures for appeal are contained in Regulation 36.

A second referral may be allowed at the discretion of the Board of Examiners.

6.4 Mitigating Circumstances

Context: Heriot-Watt University Policies


A University policy has been developed on Mitigating Circumstances in relation to Assessment. This policy applies to all Heriot-Watt students and all forms of assessment, and covers all modes and locations of study. Its purpose is to set out processes and responsibilities for dealing with mitigating circumstances in relation to assessment (including examinations) so that there is an open and transparent procedure, as well as to provide a framework to ensure that all students are treated equally irrespective of their mode of study, location or School.

The policy also states that “In all such circumstances it is the responsibility of the Head of School to ensure that appropriate action is taken.” The PGCAP is delivered by the Centre for Academic Leadership & Development, which is an Approved Service Unit, and the programme’s academic processes run through the School of Management and Languages (SML). This means that the Director of Learning and Teaching (DLT) in SML has regularly taken the role of the representative of the Head of School where appropriate, such as at the Board of Studies (see Ordinance 36).


3.4.3 In exceptional circumstances, if a student is prevented by illness or other approved mitigating circumstances from undertaking or completing an assessment or re-assessment, a further assessment or re-assessment may be granted by the Progression Board.
The Leadership School: Programme for Leaders

While circumstances, for example, could affect the student’s ability to complete examinations, or other types of assessment, it has been determined that these circumstances were outside of the student’s control and were not self-imposed.

Policy on Mitigating Circumstances in Relation to Assessment. Document 8. (see above)

There are circumstances which, through no fault of the student, mean that the assessment (whether examinations or other types of assessment) has not accurately measured the student’s ability or else could not be completed in a timely manner.

6.4.1 Acceptable circumstances for mitigation
The Policy lists acceptable circumstances (section 1.1) as including:

- Significant illness or accident affecting the student
- Bereavement – death of a close relative or significant other
- Significant adverse personal or family circumstances
- Other significant exceptional factors that are outside the student’s control (e.g. Jury Service, although student assessments would normally be a reason for a student to be permitted to stand down), or for which there is evidence of stress caused
- Circumstances affecting the University’s ability to schedule, set or deliver courses and/or assessments, including marking of assessments, e.g. staff participation in industrial action, or problems affecting infrastructure or IT systems
- Severe adverse weather, political unrest or natural disaster

6.4.2 Process
According to the Policy on Mitigating Circumstances (section 3), when a student [PGCAP participant] believes that mitigating circumstances, e.g. significant illness, have affected their performance in assessment, it is their responsibility to initiate action by informing the School [PGCAP Programme Leader]. This business is routine within the University and can be delegated by the Head of School [as outlined above, in the case of the PGCAP this would normally be the DLT in SML].

While the Policy on Mitigating Circumstances stipulates that the School should form a committee with responsibility for such matters (the ‘Mitigating Circumstances Committee’ which is appointed by the Head of School from members of staff) it is felt that this would be inappropriate for the PGCAP programme since all students (participants) are members of staff and confidentiality might become unmanageable.

For the specific purposes of the PGCAP programme mitigating circumstances will be discussed and decided between the representative of the Head of School (DLT) through which the programme runs its academic processes (SML), the PGCAP Programme Leader, and the PGCAP Course Teachers where appropriate.

The Policy further states under ‘3 Mitigating circumstances affecting an individual student’ that:

In all cases independent documentary evidence, such as medical certificates, must be provided to verify mitigating circumstances.

6.4.3 Application
According to the Policy on Mitigating Circumstances (section 3.3), to have their circumstances considered, the PGCAP participant should complete the official application form and submit it, with supporting evidence, e.g. a medical certificate, to the PGCAP Office (Lynn Gilding, PGC 3.02, Edinburgh Campus, Centre for Academic Leadership and Development).

Official application form available at: http://www1.hw.ac.uk/committees/ltb/ltb-policies.htm#M

The application form and supporting evidence must be submitted in a sealed envelope marked ‘Mitigating Circumstances, Private and Confidential’. This will then be date-stamped and forwarded to the PGCAP Programme Leader, to be discussed by the appropriate people (see above under ‘Process’) for consideration.

The Policy (section 3.4 and sub-sections) further states that the form and supporting evidence must be submitted as soon as possible (normally within five working days for on-campus students, unless the Head of School or nominee accepts a later submission) after the events under consideration occur and, if relating to examinations, within five working days of the end of the examination diet. In the case of the PGCAP programme, this should occur as soon as possible within/after any given deadlines or extensions.
6.4.4 Decision-making and Outcome

The Policy (section 3.7) explains that the Committee will take into account the following factors when considering an application:

- Seriousness of circumstances;
- Evidence presented;
- Amount of work affected by the circumstances;
- Any results achieved under the circumstances which are inconsistent with unaffected periods of study.

Furthermore, (section 3.9) the Committee should report to the Exam Board on the impact of mitigating circumstances and make a recommendation as to the action to be taken. The rationale behind any recommendations made by the Committee should be minuted to provide consistency over time and so that the Committee’s representative on the Exam Board can refer to the rationale during the Board’s decision-making process. Minutes will not be shared with the Board and any information provided verbally will be treated in strictest confidence by the Board.

The Exam Board may take decisions related to credit, progression and award. The Policy recognises (section 3.10) that it is expected the Exam Board will normally accept the recommendations of the Mitigating Circumstances Committee, since the Committee has had access to full documentary evidence and has scrutinised the case in detail.

The PGCAP Programme Descriptor (Form P10, date of revision April 2015) states:

*The assessment regulations follow those for other Postgraduate courses in the University, except for one adjustment to the Common Assessment and Progression System: as is common in courses for academic staff, grading is on a pass / refer basis. Assessment involves a series of practical activities, which are aligned with the learning outcomes of the course being assessed. All assignments relate to the participants’ own practice in teaching, learning and research, and are coursework-based.*

Taking the pass/refer grading into consideration, and that assessment weighting is 100% coursework, the following possible courses of action in bold for the Exam Board may apply to the programme (section 3.11.1 and sub-sections):

If examination/assessment was missed due to mitigating circumstances, the Board may recommend one of the following:

- **Student is examined at next diet as 1st sitting**;
- New examination paper is set;
- **Different assessment task is considered** (any new assessment task must be comparable to that missed, thereby ensuring equitable treatment of all students and the assurance of standards),

If mitigating circumstances affected performance in assessment/examination or delayed the submission of assessment, the Board may recommend one of the following:

- Remove any penalty normally applied for late submission;
- Modify grades in one or more courses to reflect expected performance based on other assessment;
- Modify grades in one or more courses to facilitate progression/award;
- **Retake assessment** with an opportunity to improve the grade.

Any alternative assessment or examination activity should be provided as close to the original date as is practical. The board of examiners’ decision will be communicated to the participant as soon as possible, informing them if their application has been successful and that a reassessment opportunity has been offered.

6.4.5 Confidentiality

Confidentiality is taken very seriously, especially in the case of the PGCAP programme where participants are staff and therefore colleagues. The Policy affirms (section 2):

*The confidential nature of information provided by students in support of an application for consideration of mitigating circumstances will be respected by Heriot-Watt University in*
Section 3.9 and emphasised above: “Minutes will not be shared with the Board and any information provided verbally will be treated in strictest confidence by the Board.”

**Process Diagram**

Student-facing information: Mitigating circumstances in relation to assessment: [http://www.hw.ac.uk/students/studies/examinations/mitigating-circumstances.htm](http://www.hw.ac.uk/students/studies/examinations/mitigating-circumstances.htm)

6.5 Grievance Procedures

Any grievance related to the course should normally be addressed with the Programme Leader, Nicole Kipar. Where this is either inappropriate or not possible, students should contact the Head of School of Management and Languages through the Director of Learning & Teaching (the PGCAP programme reports through SML).

6.6 Moderation of Assessment Policy

Heriot-Watt University (February 2014) *Code of Practice for the Management of Multi Location, Multi-Mode, Programmes Part 2: Management and Assurance of Quality and Standards.*

**Principle 2.12: Moderation of Assessment**

The University must put in place robust and transparent policies and processes for the moderation of assessment to assure itself and external organisations of the maintenance of academic standards and the consistent, fair treatment of students across the wide variety of its taught provision. All Schools must have a formal moderation policy to ensure that there is equivalence between assessment activities on any given course. This should include equivalence: over time; between different authors; across different activities that may be used in different locations; between different graders/markers; between different languages. Each School’s moderation policy must adhere to the University’s Policy on the Moderation of Assessment.

6.6.1 SML moderation of assessment policy

School of Management and Languages (2013) *Learning and Teaching Handbook.* **Definition:**

Moderation is defined here as the reviewing of a sample of scripts that have been marked by another member of staff. The purpose of moderation is to check for fairness, consistency and equivalence of standards between courses, campuses and delivery modes.

First and second marking is defined here as the marking of the same script by two members of staff independently, as per project and dissertation marking.

As per SML Code of Practice, the Managing Course Leader may delegate tasks amongst the course team on any campus, including the second marking/moderation process. Moderation should include (pp.2-3):

- The whole examination or coursework assignment (not specific questions);
- A representative spectrum of marks; All borderlines and a sample of fails; and
- Any scripts identified as likely to be the subject of discussion at a final examiners' meeting

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40 Available at: [http://www1.hw.ac.uk/quality/resources/cop-qualitystandards.pdf](http://www1.hw.ac.uk/quality/resources/cop-qualitystandards.pdf)
p. 3: “Moderation must comply with the SML moderation policy and the SML code of practice on maintaining quality and consistency between campuses.”

An email from the DLT of SML, Bill Jackson, from 26.02.15 stated: “Markers and moderators should refer to [the marking scheme] when marking/moderating in order to assure consistency of approach and fairness of marking. Moderators should not refer to other course or assessment marking schemes. There is of course room in the moderation process for cross-comparison of standards between courses in order to ensure that courses of the same level are of equivalent standard. The external examiner can also make this kind of input.”

Disagreement in second marking and adjudication

The Learning and Teaching Handbook for the School of Management and Languages states:

p.15: “Where issues cannot be resolved between colleagues the Director of Teaching and Learning and the Deputy Director of Teaching and Learning (Dubai) and Programme Director should be informed in advance of the Exam Board.”

p.19 Dissertation example: “If the dissertation markers cannot agree, this should be referred to the Director of Learning and Teaching who will appoint a 3rd marker to adjudicate standards. The External Examiner should not be used as a 3rd marker.”

If agreement cannot be reached then a third person will be appointed to adjudicate. This can not be the external examiner. A phone call with the DLT of SML, Bill Jackson, on 24.02.15 confirmed that the SML policy in the case of disagreement on a mark between first marker and second is to pull in a third marker who takes both transcripts into account (not third marking without access to previous feedback). Should this step not result in a consensus, then the DLT is to be contacted, to discuss further steps.

7. Plagiarism and Academic Misconduct Policy

Student Discipline Policy and Procedures (relevant areas from the document)

http://www.hw.ac.uk/students/doc/discguidelines.pdf

Student Discipline Procedures

1. Introduction
2. Definitions of Misconduct
3. Categories of Disciplinary Offences and Procedures for Preliminary
   1. Consideration
4. Procedures for the Consideration of Minor (Non-Academic) Offences
5. Procedures for the Consideration of Category B (Academic) Offences
6. Appeals for Minor (Non-Academic) Offences and Category B (Academic)
7. Offences
8. Procedures for the Consideration of Major (Non-Academic) Offences and
   3. Category A (Academic) Offences
10. Offences
11. Independent Review
12. Penalties
13. Records and Reports
14. Modification of Procedures
15. Further Information
16. Tariff of Penalties for Academic and Non-academic Misconduct
17. Flow Chart Outlining Appeal Processes

Page 6:

1.13 Standard of Proof: In considering alleged disciplinary offences the standard of proof required is that it is more likely than not that something is or is not the case (the ‘balance of probability’, or civil justice) rather than ‘beyond all reasonable doubt’ (as in criminal justice).
1.16 In all disciplinary cases, the rules of natural justice (the right to a fair hearing) shall be observed.

1.17 A student against whom an allegation has been made under the Procedures may seek the assistance of a third party. The University will only deal with a third party providing assistance to a student where there is written and signed authorisation by the student to allow this to happen. The student remains the responsible person with respect to any allegation under consideration. The student is not permitted to appoint someone to act on his or her behalf.

1.18 In accordance with existing University practice, students do not have the right to legal representation under the Procedures.

Page 7:

Definitions of Misconduct

2.1 Misconduct means improper interference, in the broadest sense, with the proper functioning of activities or property of the University or any member of the Heriot-Watt Group or of those who work for, study at or are visiting the University or any member of the Heriot-Watt Group, or any other action which otherwise damages the University or any member of the Heriot-Watt Group. Any behaviour that contravenes the University’s Ordinances, Regulations, policies, procedures or rules, or is dangerous, or is against the applicable law, constitutes misconduct. Behaviour defined as misconduct includes acts occurring in person, by telephone, and by electronic or other means, including via public internet sites and social networking sites. A case of misconduct will be referred to as an offence.

2.2 The following shall constitute misconduct:

Page 8:

(q) Misconduct in research;

(r) Offences involving academic misconduct including plagiarism, collusion and examination irregularities (a fuller description of academic misconduct is set out below);

Pages 9-10:

7.1 Academic Misconduct

2.5 Academic misconduct is a form of cheating that occurs when a student tries to obtain or obtains an unfair academic advantage. The University will not accept academic misconduct in any form and the seriousness with which cheating is viewed will be reflected in penalties which are imposed.

2.6 For the purposes of the University’s disciplinary procedures, plagiarism is defined as the presentation by a student of work for assessment which is not his/her own, in the sense that all or part of the work has been copied from that of another person (whether published or not) without attribution. Any student who knowingly permits another student to plagiarise his/her own work will be regarded as having breached the University’s disciplinary procedures. Self-plagiarism, which is when a student resubmits work that he/she originally completed and submitted for another purpose, without acknowledgment of this, is regarded as academic misconduct (unless resubmission was permitted).

2.7 The University recognises the benefits of discussion of assignments requiring a group response; such activities are normal in any academic community. The offence of plagiarism takes place when, having had the opportunity of advice and guidance, a student submits for marking work which he or she knows contains matter taken from other sources and for which no attribution is given according to the conventions normally adopted in academic writing.

2.8 Plagiarism constitutes one form of academic misconduct. Guidance on how to avoid plagiarism will be provided for students as part of their induction to all programmes.

2.9 The University reserves the right to utilise electronic plagiarism detection systems. The use of these systems allows the student and the University to check systematically for plagiarism, thus ensuring that all students’ work is original. These systems search the World Wide Web and extensive databases of reference material and content submitted by others to identify any duplication of submitted work.
2.10 Any student who during any part of the assessment process copies, steals or appropriates the work of another, or who introduces into an examination room any materials or other aids not explicitly permitted under the rubric of the examination, or who uses other unfair method to gain an advantage in an assessment, will be deemed guilty of academic misconduct. This applies to all work submitted as part of the assessment process, in whatever year, and whether produced under formal examination conditions or as part of a programme of continuous assessment. Any student who knowingly assists others to cheat will also be regarded as being guilty of academic misconduct.

2.11 Examples of academic misconduct include the following:

(a) Plagiarism: work that has been copied from that of another person (whether published or not) without attribution, or the presentation of another’s work as if it were his/her own. This includes copying text from a website without acknowledgement or simply changing a few words on an assignment, without referencing.

(b) Purchasing Material/Work Undertaken by Others and Presenting as Own Work: the use of services to produce student work for assessment (such services may try to persuade students that this is an entirely normal and acceptable practice).

(c) Selling Material: Selling or offering to sell, by whatever means, material, or using other inducements, to assist a student in producing work for assessment.

(d) Failure to Reference: the inclusion of several sentences or more from another person’s work which have not been referenced in accordance with the University’s required conventions on academic referencing and citation. This may be intentional or unintentional, for example as the result of poor referencing or study skills.

(e) Self-plagiarism or Duplication: copying and reproducing work that was originally completed and submitted by the student and resubmitted for another purpose, including examinations, without acknowledgment of this, unless resubmission was permitted.

(f) Collusion: where a student undertakes work with or for others, without acknowledgement (e.g. submits as entirely his/her own work, completed in collaboration with another person).

(g) Falsifying Data: that is where a student presents data based on work which a student claims to have carried out but which he or she has invented or obtained by unfair means. Student Discipline Policy and Procedures

(h) Examination Misconduct: unauthorised materials being in the vicinity of a student during an examination or the use of such materials, the use of electronic devices not permitted during an examination, or any other conduct not permitted under the University’s Regulations, policies and procedures on examinations.

(i) Dishonest Practice: this covers any form of practice which attempts to deceive others but which is not specifically identified by the above.

Page 12:

7.1.1 Categories of Disciplinary Offences and Procedures for Preliminary Consideration

3.1 Offences are categorised below:

(a) Academic Misconduct: subdivided as Category A or Category B offences on the basis of the apparent gravity of the offence and the penalty that could be imposed if an allegation is substantiated; In the following circumstances alleged offences falling into the categories listed will be classified as Category A offences:

i) A repeat of a previous offence;

ii) Where the penalty to be imposed might require a student to withdraw from the University

iii) In the case of any student other than a postgraduate student, where an allegation has been considered as a Category B offence, and where the penalty imposed might alter the final award;

iv) In the case of a postgraduate student, when an allegation has been considered as a Category B offence, if as a consequence of the penalty imposed there would be no opportunity for a student to complete the programme of study.
(b) Non-academic Misconduct: subdivided into Major or Minor offences on the basis of the apparent gravity of the offence and the penalty that could be imposed if an allegation is substantiated.

3.2 The University shall have the right to investigate any allegation of misconduct against a student and may take disciplinary action where it decides, on the balance of probabilities, that a disciplinary offence (as defined above) has been committed.

3.3 The Procedures and responsibility for the initial consideration of cases in determining the classification of the offence are set out below. It is the duty of every member of staff, in whose opinion a breach of discipline may have occurred, to report the incident as soon as possible to the relevant member of staff with responsibility for considering the allegation.

Pages 14-15:

3.5 Any member of staff reporting a case of alleged misconduct should normally submit an Incident Report Form to the relevant member of staff above. Incident Report Forms are available at https://intranet.hw.ac.uk/ps/registry/ar/studentdisc/Pages/default.aspx. For incidents of a non-academic nature reports may be submitted on Shield (an electronic health and safety incident management system). A written record should be maintained of meetings held with students involved in cases of alleged misconduct.

Any documentation on a matter of alleged misconduct, including letters, emails, photographs or reports, may need to be disclosed to relevant parties during the consideration of a case of alleged misconduct and, therefore, should be factual and balanced. All records of individual cases should be retained in accordance with the University Records Management Policy.

In cases of alleged academic misconduct, an Incident Report Form must be used and all required evidence and documentation must be included with the submission. Examples of evidence and documentation are as follows:

(a) Plagiarism: the student’s work showing plagiarised material; the Turnitin report; copies of sources of material, relevant pages of the Student Handbook;

(b) Examination Misconduct: examination script(s); confiscated material; Examination Report Form from the invigilator.

(c) Collusion: copy of student’s works showing relevant material; work alleged to have been copied, relevant pages of the Student Handbook.

Original evidence should be submitted. All evidence submitted should be clearly referenced with relevant extracts marked in dark ink. Additional evidence may be sought at any stage during the process of consideration of an alleged breach of discipline.

3.6 Work in which alleged academic misconduct has been identified should be withdrawn from the assessment process until any investigation into alleged misconduct has been concluded. A student should be informed that this has occurred.

3.8 Any student against whom an allegation is being made will be informed if a case is being submitted for consideration by an appropriate member of staff of the University. Such a student should fully cooperate with the University during the investigation of an allegation of misconduct and should be prepared to attend meetings if required in connection with the investigation into allegations of misconduct.

3.10 A preliminary review of an alleged offence shall be carried out by the relevant member of staff as soon as possible. The relevant member of staff will either:

(a) Dismiss the allegation;

(b) Carry out a detailed investigation.

3.11 If the member of staff believes that the student(s) should be suspended whilst an investigation is carried out, the member of staff shall make such a recommendation to the Chair of the University Discipline Committee. Such a suspension should only be imposed if it is considered in the best interests of the University, its staff or students, or the student concerned, or is necessary to ensure an effective investigation.
3.12 If a written statement is requested as part of a disciplinary process, and is not received within five working days, consideration of the case may proceed in the absence of such a statement.

3.13 Arrangements for recording cases on the student discipline SharePoint log and, where appropriate, penalties on the University's student record system: Cases should be logged on the SharePoint log and the student records system following the procedures available on the of the Academic Registry website at: https://intranet.hw.ac.uk/ps/registry/ar/studentdisc/Pages/default.aspx

3.14 Penalties imposed that include voiding a course or part thereof, and allowing reassessment in the course, will require a student to pay the relevant reassessment fee. When a course is voided, any further reassessment will be classed as the subsequent opportunity.

3.15 Tariffs of penalties for academic and non-academic misconduct are detailed in Appendix A. They provide a point of reference for appropriate staff and bodies with responsibility for imposing penalties and show recommended penalties based upon the circumstances presented.

3.16 Offences of an academic nature identified following graduation and involving academic misconduct in academic work which contributed towards a University award will be considered under the University's Student Discipline Policy and Procedures. In such cases even if they have graduated the term 'student' in the Procedures shall mean the person against whom an allegation is being made.

Pages 18-21:

7.1.2 Procedures for the Consideration of Category B Offences (Academic offences)

5.1 In the first instance each case involving alleged academic misconduct as defined in Section 3 will be considered as a Category B offence and will be dealt with by the Head of the student's home School as defined in Section 3. Any investigation should establish whether or not academic misconduct has taken place and whether or not it should be classified as a Category A or Category B offence.

5.2 If the Head of School has had previous involvement in any matter relating to the alleged academic misconduct this shall be disclosed and he or she shall appoint a member of academic staff with appropriate experience to conduct the consideration of the case ensuring that the member of staff has had no previous involvement with the case.

5.3 The criteria for determining whether an alleged offence is a Category A or Category B offence are set out in Section 3. To assist in determining the category of offence, confirmation should be sought from the Academic Registry on whether or not the student against whom an allegation is being made has previously been found guilty of a Category A or Category B offence. A student shall normally be given an opportunity to provide a statement on an alleged offence before it is classified as a Category A or a Category B offence. A case shall be deemed to be a Category A offence if the relevant criteria are met and, as such, shall be referred to the University Discipline Committee.

5.4 As part of the process of determining the category of an alleged offence, the Deans may be consulted.

5.5 Any case of alleged academic misconduct referred to the Head of School should be presented on an Incident Report Form with all relevant information and documentation as detailed in paragraph 3.5 above.

5.6 Having decided on the category of the offence, the Head of School will write to the student to inform him/her of the category. In the case of a Category A offence, the student will be informed of the reasons for reaching the decision and the referral of the case to the University Discipline Committee. For cases determined to be Category B offences, the Head of School will write to the student advising him/her that the case will be considered as a Category B offence.

5.7 Category B offences will be considered by the Head of School and one other member of academic staff selected by the Head of School. The member of academic staff selected should not be the student’s Mentor or Programme Director and should not be directly involved with the course in which the alleged offence has occurred. In a case involving a course offered by another School the member of academic staff should be from the School in which the course is offered but should not be directly involved with the course in which the alleged offence has occurred. Normally the student will be expected to be present when the case is considered. A student undertaking a programme of study at an Approved Learning Partner, collaborative
partner or other recognised partner institution or organisation, or by distance learning, is expected to be available for interview, if required, by means of teleconferencing.

5.8 If, following a request to attend an interview, a student does not respond to the request, the member of staff considering the case shall consider it in the absence of the student in accordance with paragraph 1.12.

5.9 The student should be invited in writing to attend the meeting at which the case will be considered and should be given notice of at least five working days. The following should be included with the notice:

(a) Details of the alleged offence (usually contained in the Incident Report Form);
(b) The evidence under consideration;
(c) A request for a statement from the student;
(d) Details of the website containing the Procedures;
(e) Details of the date, time and place set for the meeting;
(f) The right to be accompanied at the meeting.

5.10 For the meeting, a student may be accompanied, if he or she so wishes, by one other individual who is a student of the University or a member of staff of the University or a representative of the Student Union. Under no circumstances may a student be represented by an external organisation. Only in exceptional circumstances shall the expenses of those attending be re-claimable.

5.11 The Head of School may invite witnesses to attend the interview to provide additional information where relevant. In such circumstances a student may be accompanied, if he or she so wishes, by one other individual who is a student of the University or a member of staff of the University or a representative of the Student Union. Under no circumstances may a student be represented by an external organisation. Only in exceptional circumstances shall the expenses of those attending be reclaimable.

5.12 A suggested procedure for the interview is as follows:

(a) Establish the names and identities of everyone present at the meeting;
(b) Ascertain whether the student wishes to speak for himself or herself;
(c) Explain the allegation and the procedures and ensure that the student understands these;
(d) Give the student an opportunity to admit or deny the allegation, explain his/her view and offer extenuating circumstances in defence of his/her actions;
(e) Put questions to the student regarding the allegation;
(f) Ask the student and the person accompanying them to leave the room while the evidence and the student’s statement are considered;
(g) The standard of proof shall be the balance of probabilities;
(h) In determining any penalty the students previous academic record should be taken into account;
(i) Once a decision has been reached, the student and the person accompanying him/her will be invited back into the room and will be informed of the decision that has been made on the case, highlighting that the decision will be subject to the Dean’s verification and, as such, it is possible that the decision could change. The student will informed that written confirmation of the decision and any penalty imposed will be provided.

5.13 The Head of School is responsible for the maintenance of all records relating to the meeting. He or she shall make arrangements for a record of the meeting to be taken.

5.14 Once the case has been considered and a decision reached, and where appropriate a penalty agreed, the case will be referred to the relevant Dean for verification and to ensure consistency of practice and penalties imposed. The Dean will be provided with the relevant information to verify the penalty and will decide what information he or she requires in order to verify a penalty. The Dean will not normally consider a case involving a student in his/her own School. Such cases will be referred to another Dean for consideration.

5.15 If a Dean disagrees with the decision reached by the School, the Dean will meet with the staff involved in the consideration of the case to discuss the case with a view to reaching a shared decision.

5.16 Once the Dean has verified the decision the student will normally receive written notification from the School within ten working days of the decision. Every reasonable effort will be made to meet this time limit.
Where it is not met, the student will receive an explanation for the delay. The notification should include a statement of the facts held to be proven, the substance of any findings that such facts constitute a breach of discipline, and a record of any penalty imposed. The appellant will also be advised of his/her right of appeal.

5.17 The student’s record on the University student record system and the student discipline SharePoint log should be modified by the School as appropriate in accordance with the procedures referred to in paragraph 3.13.

5.18 A record must be kept of each case considered as a Category B offence including the evidence considered, the notes of the interview with the student, and correspondence.

5.19 A student has the right of appeal against the decision reached by a School on a Category B offence. Details of the procedure for the submission and consideration of an appeal are set out in Section 6.

Process Diagram
7.1.3 Appeals for Minor Offences (Non-Academic) and Category B (Academic) Offences
6.1 A student has the right of appeal against the decision on a Minor offence or a Category B offence made in accordance with these Procedures. An appeal can be submitted on one or more of the following grounds:

(a) There was a procedural irregularity in the process undertaken;
(b) The decision reached was manifestly perverse (this will not apply in the case of an offence admitted by a student);
(c) The penalty imposed was not commensurate with the seriousness of the offence;
(d) New evidence has been made available that could not be available at the time of the previous consideration of the case and which is felt to have a material effect on the decision made on the case.

Note: Further details on appeals in the Student Discipline Policy and Procedures document.

7.1.4 Procedures for the Consideration of Major (Non-Academic) Offences and Category A (Academic) Offences
7.1 If the member of staff responsible for considering an alleged offence as defined in Section 3 decides that it should be considered as a Major or Category A offence it will be referred to the University Discipline Committee for consideration. Cases referred to the University Discipline Committee should be submitted to the Academic Registrar.

Note: Further details on disciplinary action in the case of Major/Category A offences in the Policy and Procedures document.

7.1.5 Appeals for Major Offences and Category A Offences
8.1 A student has the right of appeal against the decision of the University Discipline Committee on a Major offence or Category A offence considered in accordance with these Procedures. An appeal can be submitted on one or more of the following grounds:

(a) There was a procedural irregularity in the process undertaken;
(b) The decision reached was manifestly perverse (this will not apply in the case of an offence admitted by a student);
(c) The penalty imposed was not commensurate with the seriousness of the offence;
(d) New evidence has been made available that could not be available at the time of the previous consideration of the case and could have been expected to have materially affected the decision made on the case.

Note: Further details on appeals in the Student Discipline Policy and Procedures document.

7.1.6 Penalties
10.1 A list of penalties and their relevance to Minor and Major offences and Category A and B offences is set out below and is indicative of the types of penalties which may be applied; other forms of penalty may also be considered where these are deemed to be more appropriate.

10.2 A student who is deemed to be in breach of discipline may be liable to one or more of the following penalties:

(a) A reprimand/oral warning (for Minor or Category B offence).
(b) A reprimand/official written warning (for Minor, Major, Category A or Category B offence).
(c) A fine to be paid within a stipulated period (for Minor or Major offence).
(d) A requirement to make good, to the satisfaction of the University, any damage or injury caused to the property of the University or an institution attended as part of a course of study (for Minor or Major offence).
(e) Suspension from attendance on a programme of study for a stipulated period (for Major or Category A offence).

(f) Exclusion, suspension or disqualification from examinations (for Category A or Category B offence).

(g) Where an offence could have resulted in an improvement in academic performance, reduction in marks/grades awarded in one or more of the assessments, with re-assessment as a further opportunity. The mark for any reassessments may be capped (for Category A or Category B offence).

(h) Where an offence could have resulted in an improvement in academic performance, annulment of one or more of the assessments, with re-assessment as a further opportunity. The mark for any reassessments may be capped (for Category A or Category B offence).

(i) Where an offence could have resulted in an improvement in academic performance, annulment of one or more of the assessments, with no reassessment opportunity (for Category A or Category B offence).

(j) Where an offence could have resulted in an improvement in academic performance, a reduction in classification of degree to be awarded (for Category A or Category B offence).

(k) Revocation of an award, having determined that there is good cause to do so (Category A or Major offence). Revocation of an award also includes the deprivation of all privileges connected with the award.

(n) Expulsion from the University (for Major or Category A offence).

**University Regulations (Regulation 50 Student Discipline)**

For further information, check the University Regulations. Always refer to the latest version:

[http://www1.hw.ac.uk/ordinances/regulations.pdf](http://www1.hw.ac.uk/ordinances/regulations.pdf) (last accessed 12.09.16)
7.2 Appendices from Student Discipline Policy and Procedures

14. Tariff of Penalties: provides examples of penalties that may be imposed for particular offences.

7.2.1 Academic Misconduct

<table>
<thead>
<tr>
<th>Category of Offence for Which Penalty Applicable</th>
<th>Category B</th>
<th>Category A or Category B</th>
<th>Category A or Category B</th>
<th>Category A or Category B</th>
<th>Category A</th>
<th>Category A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarism (see Section 2 of the Procedure for further information)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Reason: Misunderstanding</td>
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<td>✓</td>
<td>✓</td>
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<td>✓</td>
</tr>
<tr>
<td>First offence for an undergraduate student in level 1 or 2 (e.g. copying of material with a reference to source but failure to identify quote)</td>
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</tr>
<tr>
<td>First offence for an undergraduate student in level 3 or above and postgraduate student (e.g. copying of material with a reference to source but failure to identify quote)</td>
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</tr>
<tr>
<td>Reason: Misuse</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>First offence for an undergraduate student in level 1 or 2 (e.g. over-reliance on sources without sufficient evidence of student's own work)</td>
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<tr>
<td>First offence for undergraduate student in levels 3 or above and postgraduate student (e.g. over-reliance on sources without sufficient evidence of student's own work)</td>
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<tr>
<td>Reason: Intentional Cheating</td>
<td>✓</td>
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<td>✓</td>
</tr>
<tr>
<td>First offence for undergraduate student in level 1 or 2 (e.g. Copying of material and failure to reference)</td>
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<tr>
<td>Reason: Intentional Cheating</td>
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</tr>
<tr>
<td>First offence for undergraduate student in level 3 and above and postgraduate student (e.g. Copying of material and failure to reference)</td>
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</tbody>
</table>

[Table continues with more rows and columns, including examples of penalties for different categories of offences.]
8. Recognition of Prior Learning

These guidance notes are the PGCAP implementation and summary of Heriot-Watt University’s Policy on the Recognition of Prior Learning (RPL) and Credit Transfer\textsuperscript{41} and the Recognition of Prior Learning (RPL) and Credit Transfer: Procedures\textsuperscript{42} document. The regulatory aspects of the Policy on the Recognition of Prior Learning (RPL) and Credit Transfer are also contained within Regulation 46: Recognition of Prior Learning and Credit Transfer\textsuperscript{43}. The Policy on the Recognition of Prior Learning and Credit Transfer applies to all undergraduate and taught postgraduate programmes across all modes and locations of study.

The term “Recognition of Prior Learning (RPL)” reflects the terminology used by the Quality Assurance Agency (QAA) across the UK HE sector, and by the Scottish Credit and Qualifications Framework (SCQF). Modifications to the university’s Policy (affecting all provision, including the PGCAP programme) may be required once the Scottish Higher Education National Framework for the Recognition of Prior Learning\textsuperscript{44} is finalised.

**Note:** The PGCAP has four courses and is being studied over two years, part-time. It is only possible to gain RPL from Courses 1 & 2 as the maximum. These courses together form Year 1, and thus Stage 1. The PGCAP deals with RPL only on an individual course-base.

RPL describes the “process for recognising previous learning that has taken place in informal, formal or non-formal contexts: for example, in the workplace and through life experiences. Once recognised through this process, prior learning can be used to gain credit or exemption for qualifications, and/or for personal and career development.” (RPL Policy, para 1.2)

The maximum credit for Recognition of Prior Learning will be the equivalent of 2 courses, which is **50% of the Programme.** The currency of the Prior Learning will be **within the last 5 years.**

There are two forms of prior learning that may be recognised:

**Recognition of Prior Certificated Learning (RPCL)**

Recognition of prior learning which has been previously assessed and/or accredited by an appropriate awarding body as being equivalent to a particular level within the Scottish Credit and Qualifications Framework (SCQF). In the case of RPCL, recognition is based on credit transfer, as the applicant is given exemption from a stage of study and/or individual courses based on an existing qualification.

Recognition of Prior Certificated Learning is commonly known as **Credit Transfer.**

For example, an applicant who received 30 credits on Masters Level for equivalent professional development undertaken at a previous university, may be admitted directly to Stage 2 of the PGCAP programme (direct entry to Year 2, having gained exemption for Courses 1 & 2 i.e. Year 1).

**Recognition of Prior Experiential Learning (RPEL)**

Assessing and then credit-rating prior learning which was not previously formally assessed and credit rated at a particular level within the Scottish Credit and Qualifications Framework (SCQF). In the case of RPEL,

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\textsuperscript{41} HWU (September 2015) Policy on the Recognition of Prior Learning (RPL) and Credit Transfer. Available at: [https://www.hw.ac.uk/services/docs/rlipolicy.pdf](https://www.hw.ac.uk/services/docs/rlipolicy.pdf) (last accessed 14.06.2016)

\textsuperscript{42} HWU (September 2015) Recognition of Prior Learning (RPL) and Credit Transfer: Procedures. Available at: [https://www.hw.ac.uk/services/docs/rlprocedures.pdf](https://www.hw.ac.uk/services/docs/rlprocedures.pdf) (last accessed 14.06.2016)

\textsuperscript{43} HWU Regulation 46 (September 2015) Available at: [http://www1.hw.ac.uk/ordinances/regulations.pdf](http://www1.hw.ac.uk/ordinances/regulations.pdf) (last accessed 14.06.2016)

\textsuperscript{44} Available at: [http://www.qaa.ac.uk/about-us/scotland/development-and-enhancement/recognition-of-prior-learning](http://www.qaa.ac.uk/about-us/scotland/development-and-enhancement/recognition-of-prior-learning) (last accessed 14.06.2016)
learning may be gained through experiences or training programmes in the workplace, community or voluntary sector, or more generally through life experiences and events.

Applicants for RPEL will review and critically reflect on their learning experiences, evidencing and documenting them by mapping against the respective learning outcomes, to enable the University to determine whether the applicant can be granted exemption from one or two courses.

It is learning gained through experience which is assessed as part of RPL, not the experience itself, and it is the learning that must be evidenced.

For example, an applicant who has been involved in teaching and supporting learning, assessing and giving feedback for quite some time at Heriot-Watt or a previous university/universities, and who may also have undertaken non-assessed developmental activities, might be granted exemption from Course 1 or both Course 1 & 2 (Stage 1), depending on their experience and the evidence they are able to provide.

Combination of RPCL and RPEL

The PGCAP programme also allows a combination of RPCL and RPEL, which means that experiential learning is presented in conjunction with an existing qualification.

For example, a LEADS (or equivalent programme at another university) graduate, who has successfully completed the university’s LEADS 1 & 2 (or equivalent) and has gained recognition as AFHEA in the last two years, may be eligible to be granted exemption for Course 1. To do so, they are required to add a reflection on research-teaching linkages and Scholarship of Academic Practice to their RPL application, in addition to the LEADS (or equivalent) and AFHEA certificates.

8.1 Evidence for RPCL and RPEL

The HWU RPL procedure (para 1.6) states that “applications for admission should be accompanied by appropriate documentation and supporting statements from the applicant and, if required by the School, from at least one referee.”

Evidence for certificated RPL may include award certificate, a transcript of results, programme structures and course descriptors. The achievement of the specified learning outcomes of the course(s) for which exemption is sought has to be evidenced, such as through successful completion of a similar course at the same SCQF level at another institution. Such evidence should include a transcript with assessment results and a course descriptor. This is to be attached to the PGCAP RPL application form. (para 1.6 and para 2.6)

Evidence for experiential RPL may include a portfolio of evidence together with a reflective account of the learning achieved, mapped against the learning outcomes and the SCQF level for the course(s) for which exemption is sought. This is to be attached to the PGCAP RPL application form.

Please note the HWU Policy (para 1.5) statement:

Recognition of prior learning through the award of credits is a matter of academic judgement about the nature of an applicant’s prior achievement, not a mechanistic or automatic process of credit transfer. Such a judgement is at the discretion of the receiving School. Schools are not obliged to recognise all, or indeed any, of an applicant’s prior learning.

Key points for applications

The HWU RPL Policy (para 3.1) explains that an application for the recognition of prior learning will be assessed in terms of its:

Relevance – there is an appropriate match between the evidence presented and the learning claimed, and the learning relates directly to the learning outcomes of the programme or courses for which credit is being claimed.
**Sufficiency** - the learning has reached a level to allow the applicant to fulfil the aims of the programme; there is sufficient evidence to demonstrate the achievement of the learning claimed.

**Authenticity** - the applicant has provided reliable evidence of having personally completed what is claimed, and the evidence clearly relates to the applicant’s own efforts and achievements.

**Currency** - that the learning is sufficiently recent to allow the applicant to fulfil the aims of the programme. Where experience from more than five years prior to the claim is referred to in a substantial way, the applicant should provide evidence of having kept up to date with recent developments in the intended area of study.

**QAA guidelines:**

It is the achievement of learning, or the outcomes of that learning, and not just the experience of the activities alone, that is being accredited. *(QAA, 2004: 3)*

Whenever and wherever the experience occurred, evidence must be presented. *(QAA, 2004: 3)*

**8.2 Application Process**

The procedure for applying for exemption is:

1. Using the templates, which include the assessment criteria, examine the learning outcomes for the course(s) concerned (Year 1/Stage 1 only: Course 1 only or Course 1 and Course 2).

2. Complete the RPL application form, indicating for which course(s) you are requesting exemption.

3. Submit the completed documentation to the PGCAP Admin Team *(Email PGCAP@hw.ac.uk)*

   a. completed PGCAP RPL application form
   
   b. evidence of learning i.e. the activities and experiences which form the basis of your claim and are the **evidence** of the achievement of the learning outcomes
   
   c. documentation to substantiate your claim (e.g. copy of certificate, transcript of assessment results; mapping of prior learning against course learning outcomes)
   
   d. in the case of experiential learning RCEL: name and position of two referees who could be called upon to substantiate the claim.

4. The application will be assessed by the appropriate PGCAP teaching staff and the programme leader, who then passes it to the DLT of the School of Management and Languages for School approval.

5. Approval by the Chair of the Postgraduate Studies Committee is required.

6. The decision is being communicated to the applicant.

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45 Note: Regulation 46, 7.2 states that the School may charge applicants a fee of up to £60 for processing claims for admission or exemption based on prior experiential learning or on a combination of prior certificated and experiential learning. As PGCAP participants are usually members of staff, the Centre for Academic Leadership & Development waives any fee.
9. Academic Programme Management

The PGCAP programme follows the same academic processes as any other university accredited programme.

Award Board

The PGCAP Award Board takes place in the autumn diet, and there will only be one Award Board per academic year. This change was requested by the Senior Dean of the university, then discussed at the PGCAP Board of Studies, and aligns the PGCAP processes with the University's postgraduate processes.

Graduation

Graduation will take place in the autumn diet on all campuses. This puts colleagues on the Dubai campus into the same graduation time as the Edinburgh campus.

Progression Board

Progression Boards take place once each semester, in the spring and the autumn diet.

Assessment Board

Assessment Boards take place once each semester, in the spring and the autumn diet.

Board of Studies

The Centre for Academic Leadership & Development is an Approved Service Unit (ASU), as defined in Ordinance 36, which states that for each course of study offered by an ASU, there shall be established a Board of Studies.

The Board of Studies meets annually to discuss matters relating to the course and monitor the admission and progress of candidates. Its membership (Ordinance 36) is as follows:

(a) the Chair, who shall be appointed by the Senate on the recommendation of the Senate Business Committee, and shall normally be the senior Approved Teacher of the ASU
(b) the Head of the ASU
(c) the Dean of the University who represents the subject disciplines to which the ASU has been allocated, namely either (1) Arts, Humanities and Social Sciences or (2) Science and Engineering
(d) the Approved Teachers of the ASU
(e) the Heads of Schools contributing to the course of study or their nominees
(f) the members of the academic staff contributing to the course of study.
(g) such other approved teachers as the Senate may from time to time determine.

External Examiner 2016-2019

TBC

Staff Student Liaison Committee

This is a forum for notification and discussion of programme issues, and provides valuable feedback to the Board of Studies. It is composed of programme tutors and two student representatives for each year of the programme, who are elected by the class early in the first semester.

The committee usually meets each semester. Details of the discussion at the Committee are circulated. However any informal feedback to the course leaders and programme leader are welcome at any time. The ethos of the programme is on reflection upon experience. There is the expectation that you will engage in dialogue during the session in order to deepen understanding about learning and teaching. Feedback, then, is integral to this programme.
10. Alignment of the PGCAP with University Strategies
(Appendix C3 Strategic Context Programme Mapping.)

**Strategic Plan 2013-2018, Global thinking, worldwide influence**

“Heriot-Watt University shall strengthen research intensity in fields of economic and societal benefit, provide truly global education while maintaining our Scottish roots and delivery excellent student experience and highly employable graduates”

Most relevant strategic priority:
Learning, teaching and the student experience

Most relevant stated aim to strengthen graduates’ attributes through:
Enhanced approaches to teaching, learning and assessment

Relevant priorities to achieve the stated aims:
Work in partnership with our students to:
- Deliver high quality teaching and learning;
- Recognise increasing student diversity and identify solutions to their emerging needs

Ensure that the Heriot-Watt curriculum is fit for purpose:
- Being informed by relevant research
- Continually supporting staff to introduce enhanced approaches to teaching, learning and assessment

**Learning & Teaching Strategy**

Relevant Strategic Objective: Enhancing Student Learning

**Key Aim:** To deliver a high quality, supportive and challenging learning experience which enables students to fulfil their potential and prepares them for their future career path. Relevant Priority Areas for Development:

1. Provide an equivalent learning experience across all modes and locations of study
2. Support students in becoming confident, independent learners through a student-centred approach to learning
3. Deliver a curriculum which is research-informed, professionally relevant, international and multi-disciplinary in its content
4. Enhance approaches to learning, teaching and assessment, drawing on internal and external good practice and aligning delivery methods with the institution’s learning and teaching priorities

Relevant Strategic Objective: Developing Staff

**Key Aim:** To promote across the University an environment which values and supports staff in the continuous enhancement of learning and teaching. Relevant Priority Areas for Development:

- Equip staff, wherever they are located, with the skills and expertise to teach, assess and support student learning in a globalised institution
- Promote research-informed teaching, ensuring that research shapes the undergraduate and postgraduate taught curriculum
- Encourage the participation of staff in national and international learning and teaching conferences, workshops and developments
- Facilitate collaboration between staff in different locations in order to enhance educational practice and the curriculum
- Align academic development activities for staff more closely with the University’s Learning and Teaching Strategy and the **UK Professional Standards Framework**

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10.1 Quality Assurance

The PGCAP programme falls under the Quality Assurance Agency’s subject benchmark statement ‘Education Studies’. While the benchmark statement from 2007 focuses on undergraduate programmes, the QAA (p.1) “anticipated that this subject benchmark statement might offer useful points of reference for the design of other programmes in which education studies have a part to play.”

Specific emphasis is put in the PGCAP on the critical engagement with the “nature of knowledge” and therefore understanding learning, and the QAA’s concise definition of Education Studies (p.2) is that:

*Essentially, education studies is concerned with understanding how people develop and learn throughout their lives, and the nature of knowledge and critical engagement with ways of knowing and understanding.*

Particularly relevant key points of the subject benchmark statement in regard to participants’ learning on the PGCAP programme are:

- Students should have the opportunity to engage with a number of different perspectives and to evaluate aims and values, means and ends, and the validity of the education issues in question.
- Students will need to draw upon contemporary research and other relevant educational literature.
- Students should have opportunities to demonstrate the full range of their knowledge and understanding as well as their capacity to apply and reflect these abilities.

The PGCAP programmes should relate to the set of defining principles (p.4) and:

- draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of education and the contexts within which it takes place
- provide students with a broad and balanced knowledge and understanding of the principal features of education in a wide range of contexts
- encourage students to engage with fundamental questions concerning the aims and values of education and its relationship to society
- provide opportunities for students to appreciate the problematic nature of educational theory, policy and practice
- encourage the interrogation of educational processes in a wide variety of contexts
- develop in students the ability to construct and sustain a reasoned argument about educational issues in a clear, lucid and coherent manner
- promote a range of qualities in students including intellectual independence and critical engagement with evidence.

---


Part B – University Information

B1 University Policy and Guidance

The University publishes many policies and reference information on its website that may be of use and of interest to students through the programme of their studies at Heriot-Watt University.

Wherever practicable, University policy is designed to include all members of the University’s community, both within and out with the main campus environments.

Important information for students is contained in the Student Learning Code of Practice. This document is attached in Appendix C4.

Policies of specific interest and relevance to students can be accessed via:

http://www.hw.ac.uk/committees/ltb/ltb-policies.htm

B2 Ordinances and Regulations

Heriot-Watt University has a detailed set of rules which governs the operation and management of University business. These are referred to as Ordinances and these Ordinances are set by the Court, which is the governing body of the University. The Ordinances provide a regulatory framework for corporate governance.

The University Ordinances are supported by University Regulations which provide a regulatory framework for the governance of academic-related matters which Staff and Students must adhere to for all academic matters.

There are a number of policies and procedures that underpin the Ordinances and Regulations.

The following section on Academic Support Services often refers to Ordinances and Regulations. These links will provide you with information and guidance on all matters relating to your academic life.

A full list of Ordinances and Regulations are available at the following web link:

http://www.hw.ac.uk/ordinances/regulations.pdf

B3 Quick Finder Guide to Academic Support Services

1. Academic Support

<table>
<thead>
<tr>
<th>1.1 Mentoring</th>
<th><a href="http://www.hw.ac.uk/quality/studentsupport.htm">http://www.hw.ac.uk/quality/studentsupport.htm</a> and <a href="http://www.hw.ac.uk/registry/enrolment.htm">http://www.hw.ac.uk/registry/enrolment.htm</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PGCAP participants are members of staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.2 Professional Development Planning</th>
<th><a href="http://www.hw.ac.uk/careers/pdp/index.php">http://www.hw.ac.uk/careers/pdp/index.php</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This does not apply to the PGCAP, where staff are the participants</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.3 Student Feedback</th>
<th><a href="http://www.hw.ac.uk/quality/studentfeedback.htm">http://www.hw.ac.uk/quality/studentfeedback.htm</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Please refer to the PGCAP programme-specific information in Part A, Section 6 “Programme Overview” of this handbook for further details.</td>
</tr>
</tbody>
</table>

2. Enrolment, Attendance and Periods of Study

<table>
<thead>
<tr>
<th>2.1 Attendance/Absence from the University</th>
<th>Policy on Student Attendance: <a href="http://www.hw.ac.uk/registry/resources/studentattendancepolicy.pdf">http://www.hw.ac.uk/registry/resources/studentattendancepolicy.pdf</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Withdrawal from the University: <a href="http://www.hw.ac.uk/registry/resources/withdrawalprocedures.pdf">http://www.hw.ac.uk/registry/resources/withdrawalprocedures.pdf</a></td>
</tr>
<tr>
<td>Section</td>
<td>Topic</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
</tr>
</tbody>
</table>
| 2.2 | Accreditation of Prior Learning | [http://www.hw.ac.uk/ordinances/regulations.pdf](http://www.hw.ac.uk/ordinances/regulations.pdf) | Regulation 1 – General Regulation, paragraph 6  
Regulation 18 – Postgraduate Certificates and Graduate Certificates, paragraph 12 |
| 2.3 | Amendment to Registration | Application Form: [http://www.hw.ac.uk/registry/resources/amendmenttoregistration.doc](http://www.hw.ac.uk/registry/resources/amendmenttoregistration.doc) | |
| 2.4 | Change of Address | Please login to Student Self Service [https://myhwu.hw.ac.uk/HWSAS8/twbkwlbs.P_WWWLogin](https://myhwu.hw.ac.uk/HWSAS8/twbkwlbs.P_WWWLogin) | |
| 2.5 | Enrolment | [http://www.hw.ac.uk/registry/enrolment.htm](http://www.hw.ac.uk/registry/enrolment.htm) | |
| 2.6 | Periods of Study | [http://www.hw.ac.uk/ordinances/regulations.pdf](http://www.hw.ac.uk/ordinances/regulations.pdf) | Regulation 18 – Postgraduate Certificates and Graduate Certificates, paragraph 10 |
| 2.7 | Student Personal Information (Data Protection) | [www.hw.ac.uk/students/data_protection_policy.pdf](http://www.hw.ac.uk/students/data_protection_policy.pdf) | |
| 2.8 | Suspension of Studies | Students are advised to consult with their mentor /Year Co-ordinator/Director of Studies in the first instance *(for the PGCAP contact the programme leader)*  
Application forms are available on the Registry website – Find a Form, [http://www.hw.ac.uk/registry/forms.htm](http://www.hw.ac.uk/registry/forms.htm)  
Under the heading of Student Records:  
- Amendment to Registration (Approval by School/Institute) (Postgraduate)  
- Amendment to Registration Undergraduate and Postgraduate Taught (Approval By Studies Committees) | |
| 2.9 | Teaching Timetables | [www.hw.ac.uk/timetabling](http://www.hw.ac.uk/timetabling) | |

### 3. Guidance on Assessment

<table>
<thead>
<tr>
<th>Section</th>
<th>Topic</th>
<th>Link</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Assessment</td>
<td><a href="http://www.hw.ac.uk/ordinances/regulations.pdf">http://www.hw.ac.uk/ordinances/regulations.pdf</a></td>
<td>Regulation 18 – Postgraduate Certificates and Graduate Certificates, paragraphs 13 – 19</td>
</tr>
<tr>
<td>3.2</td>
<td>Common Assessment and Progression System (CAPS)</td>
<td><a href="http://www.hw.ac.uk/registry/resources/CAPSdiagrampght.pdf">http://www.hw.ac.uk/registry/resources/CAPSdiagrampght.pdf</a></td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Extension to Assessment Deadlines</td>
<td>Please refer to the PGCAP programme-specific information in Part A, Section 5.6 “Assessment” of this handbook for further details.</td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>Ill Health and</td>
<td><a href="http://www.hw.ac.uk/ordinances/regulations.pdf">http://www.hw.ac.uk/ordinances/regulations.pdf</a></td>
<td>Regulation 9 – Assessment and Examinations, paragraph 9, 12</td>
</tr>
<tr>
<td>Section</td>
<td>Topic</td>
<td>Details</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>---------</td>
<td></td>
</tr>
</tbody>
</table>
| 3.5 | Special Circumstances in Assessment | Policy: [http://www.hw.ac.uk/registry/resources/special-circumstances-policy.pdf](http://www.hw.ac.uk/registry/resources/special-circumstances-policy.pdf)  
Application Form: [http://www.hw.ac.uk/registry/resources/special-circumstances-form.doc](http://www.hw.ac.uk/registry/resources/special-circumstances-form.doc) |
| 3.6 | Non-Submission of Assessment | Please refer to the PGCAP programme-specific information in Part A, Section 5.6 “Assessment” of this handbook for further details. |
| 3.7 | Submission of Assessment | Please refer to the PGCAP programme-specific information in Part A, Section 5.6 “Assessment” of this handbook for further details. |
| 4.1 | Assessment Results | [http://www.hw.ac.uk/registry/examinations.htm](http://www.hw.ac.uk/registry/examinations.htm)  
Please refer to the PGCAP programme-specific information in Part A, Section 5.6 “Assessment” of this handbook for further details. |
| 4.2 | Discretionary Credits | [http://www.hw.ac.uk/ordinances/regulations.pdf](http://www.hw.ac.uk/ordinances/regulations.pdf)  
Regulation 18 – Postgraduate Certificates and Graduate Certificates, paragraph 20 |
| 4.3 | Examinations | This does not apply to the PGCAP, which is assessed by 100% coursework |
| 4.4 | Examination Diets | This does not apply to the PGCAP, which is assessed by 100% coursework |
| 4.5 | Examination Timetables | This does not apply to the PGCAP, which is assessed by 100% coursework |
| 4.6 | Ill Health and Extenuating Circumstances – Examinations | [http://www.hw.ac.uk/ordinances/regulations.pdf](http://www.hw.ac.uk/ordinances/regulations.pdf)  
Regulation 1 – General Regulation, paragraph 6  
Regulation 9 – Assessments and Examinations, paragraph 9, 12  
Regulation 18 – Postgraduate Certificates and Graduate Certificates, paragraph 12, 17, 21 |
| 4.7 | Special Circumstances in Assessment and Examinations | Policy: [http://www.hw.ac.uk/registry/resources/special-circumstances-policy.pdf](http://www.hw.ac.uk/registry/resources/special-circumstances-policy.pdf)  
Application Form: [http://www.hw.ac.uk/registry/resources/special-circumstances-form.doc](http://www.hw.ac.uk/registry/resources/special-circumstances-form.doc) |
<p>| 4.8 | Examination in Different Time Zones | Policy: <a href="http://www.hw.ac.uk/registry/resources/QESCpolicyexams.pdf">http://www.hw.ac.uk/registry/resources/QESCpolicyexams.pdf</a> |
| 4.9 | Information on Student Fees and Charges | This does not apply to the PGCAP, which is free of charge for employees of HWU |</p>
<table>
<thead>
<tr>
<th>4.10</th>
<th>Re-assessment</th>
<th><a href="http://www.hw.ac.uk/registry/examinations/reassessmentprocedures.htm">http://www.hw.ac.uk/registry/examinations/reassessmentprocedures.htm</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Please refer to the PGCAP programme-specific information in Part A, Section 5.6 “Assessment” of this handbook for further details.</td>
</tr>
<tr>
<td>4.11</td>
<td>Use of Calculators in Examinations</td>
<td>This does not apply to the PGCAP, which is assessed by 100% coursework</td>
</tr>
</tbody>
</table>

## 5. Grading, Awards and Qualifications

### 5.1 Requirements for Awards

[http://www.hw.ac.uk/ordinances/regulations.pdf](http://www.hw.ac.uk/ordinances/regulations.pdf)

Regulation 18 – Postgraduate Certificates and Graduate Certificates, paragraph 19, 21

Please refer to the PGCAP programme-specific information in Part A, Section 5.6 “Assessment” of this handbook for further details.

### 5.2 Intermediate Awards

[http://www.hw.ac.uk/registry/awards/intermediateawards.htm](http://www.hw.ac.uk/registry/awards/intermediateawards.htm)

## 6. Graduation

### 6.1 Graduation Information and Application Forms

[http://www.hw.ac.uk/registry/graduation.htm](http://www.hw.ac.uk/registry/graduation.htm)

## 7. Conduct, Discipline and Appeals

### 7.1 Academic Conduct (including copying, plagiarism and collusion)

Further Information is available from: [http://www.hw.ac.uk/ordinances/](http://www.hw.ac.uk/ordinances/)

Ordinance 9 – Student Discipline

Regulation 9 – Assessment and Examinations, Paragraph 8

Regulation 50 – Student Discipline

### 7.2 Appeals

Further Information is available from: [http://www.hw.ac.uk/ordinances/regulations.pdf](http://www.hw.ac.uk/ordinances/regulations.pdf)

Regulation 36 – Student Appeals

The Student Academic Appeal Policy and Procedures are available at: [http://www.hw.ac.uk/registry/appeals.htm](http://www.hw.ac.uk/registry/appeals.htm)

### 7.3 Detection of Plagiarism

[http://www.hw.ac.uk/registry/discipline.htm](http://www.hw.ac.uk/registry/discipline.htm)

[http://www.hw.ac.uk/registry/resources/plagiarismjiscnote.pdf](http://www.hw.ac.uk/registry/resources/plagiarismjiscnote.pdf)

Please refer to the PGCAP programme-specific information in Part A, Section 5.6 “Assessment” of this handbook for further details.

Please refer to Appendix C6 “Student Guide to Plagiarism” for further details.

### 7.4 Guidelines for Students and Staff on Student Discipline Procedures

[http://www.hw.ac.uk/registry/resources/discguidelines.pdf](http://www.hw.ac.uk/registry/resources/discguidelines.pdf)

### 7.5 Plagiarism

Further Information is available from: [http://www.hw.ac.uk/registry/discipline/plagiarism.htm](http://www.hw.ac.uk/registry/discipline/plagiarism.htm)

Plagiarism Guide:
For an English language version, please refer to
http://www.hw.ac.uk/registry/resources/plagiarismguide.pdf
(this document is attached in Appendix C6)

For the Chinese language version, please refer to
http://www.hw.ac.uk/registry/resources/plagiarismguidechinese.pdf

For the Arabic language version, please refer to
http://www.hw.ac.uk/registry/resources/plagiarismguidearabic.pdf

Please refer to Appendix C6 “Student Guide to Plagiarism” for further details.

7.6 Use of Mobile Telephones
http://www.hw.ac.uk/registry/Discipline.php
http://www.hw.ac.uk/ordinances/regulations.pdf
Regulation 9 – Assessment and Examinations, paragraph 8
Regulation 50 – Student Discipline

8. Complaints

8.1 Complaints Policy and Procedures
Further information on the University's Complaints Policy and procedures is available from: http://www.hw.ac.uk/registry/complaints.htm

9. Suspension, Withdrawal and Exit Award

9.1 Suspension
Students are advised to consult with their mentor/Year Co-ordinator/Director of Studies in the first instance (for the PGCAP contact the programme leader)
Application forms are available on the Registry website – Find a Form, http://www.hw.ac.uk/registry/forms.htm
Under the heading of Student Records:
- Amendment to Registration (Approval by School/Institute) (Postgraduate)
- Amendment to Registration Undergraduate and Postgraduate Taught (Approval By Studies Committees)
Further Information is available from:
http://www.hw.ac.uk/ordinances/regulations.pdf
Regulation 1 – General Regulation, paragraph 6
Regulation 18 – Postgraduate Certificates and Graduate Certificates, paragraph 10

9.2 Withdrawal
Application Form to withdraw from studies is available form:
http://www.hw.ac.uk/registry/studentrecords.htm

9.3 Exit Awards
http://www.hw.ac.uk/registry/awards/exitawards.htm
# Part C – Appendices

## C1 Programme Descriptor

<table>
<thead>
<tr>
<th>Form P10</th>
<th>Heriot-Watt University – Programme Description Template</th>
<th>Version 4.0 (2010/2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Programme Code(s) <em>(recruitment &amp; exit awards)</em></td>
<td>Programme Titles for all awards <em>(unabbreviated)</em></td>
<td>Main Award(s) <em>(to be recruited to)</em></td>
</tr>
<tr>
<td>J1A0</td>
<td></td>
<td>Exit Awards <em>(for graduation only)</em></td>
</tr>
<tr>
<td>2. Programme Titles for all awards <em>(unabbreviated)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Main Award(s) <em>(to be recruited to)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Exit Awards <em>(for graduation only)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Type</td>
<td>6. Programme Accredited by HEA</td>
<td>7. UCAS Code</td>
</tr>
<tr>
<td>Taught</td>
<td>Postgraduate Certificate in Academic Practice</td>
<td>SML</td>
</tr>
<tr>
<td></td>
<td>PGCert</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UCAS Subject Benchmarking Group(s) Education Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>April 2015</td>
</tr>
</tbody>
</table>

### 11. Educational Aims of the Programme

The PGCAP programme aims to establish participants’ concepts of learning, and thus of their academic practice, within the integrated dimensions of the Scholarship of Teaching & Learning (SoTL) which is understood and referred to as the Scholarship of Academic Practice (SoAP).

It aims to provide participants with the confidence to:

- plan and choose appropriate strategies from a diversity of teaching approaches - including technology
- determine when and how innovation is beneficial to promote high quality learning
- support learning in different modes (locations, levels, roles) through the adoption of key policies and a theory and practice-informed attitude to teaching and learning
- know where their strengths and weaknesses are while challenging themselves.

The programme further aims for participants to establish their own academic identity and practice (specifically in Learning & Teaching) as a 21st century Academic within the global reach of Heriot-Watt University and the context of Scottish Higher Education.

### 12. The Programme provides opportunities for learners to achieve the following outcomes:

<table>
<thead>
<tr>
<th>Subject Mastery</th>
<th>Understanding, Knowledge and Cognitive Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Plan teaching approaches appropriate to the disciplinary context, mode, location, and level of learning, and choose confidently from a variety of suitable teaching methods.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate critical engagement with principles of curriculum design, and their application on course and programme level, both conceptually and within discipline contexts.</td>
</tr>
<tr>
<td></td>
<td>Relate contrasting assessment goals and functions to their role in educational design and how they affect student learning.</td>
</tr>
<tr>
<td>Scholarship, Enquiry and Research</td>
<td>Integrate research in learning and teaching, and determine the most relevant approach to research informed teaching from the research-teaching nexus.</td>
</tr>
<tr>
<td></td>
<td>Evidence adoption of scholarship: integration of research and professional activities in their teaching and support of student learning.</td>
</tr>
<tr>
<td></td>
<td>Evaluate their learning and teaching practice by choosing appropriate methods and methodologies.</td>
</tr>
<tr>
<td></td>
<td>Integrate critical engagement with education literature and practice, and implement pedagogical knowledge to educational design in their discipline.</td>
</tr>
</tbody>
</table>
### Personal Abilities

**Industrial, Commercial and Professional Practice**
- Identify and develop their academic identity and situate their academic practice within the global environment of the institution, Scottish Higher Education, and external bodies.
- Evidence the adoption of a critically reflective approach to their academic practice and their own professional values in relation to learning, teaching and research.

**Autonomy, Accountability and Working with Others**
- Adopt an inclusive attitude to equality and diversity, apply principles of interculturality and operate proactively within transnational education.
- Apply effective strategies to mentoring students, and supervision of student projects and research.

**Communication, Numeracy and ICT**
- Evaluate the relevance of technology and employ appropriate technologies to improve the student learning environment and experience, and appraise the potential benefits of changing pedagogic practice.
- Engage in professional dialogue with peers through effective communication and by giving constructive, useful feedback.

### 13. Approaches to Teaching and Learning:

The PGCAP programme is designed to offer choice in mode and location to make it available to all staff who support student learning, in particular all academic staff, regardless of location and learning preference. The key principle to safeguard academic standards across multi-mode/location provision is:49

“Identical Academic Standards; Diversity of Learning Experiences”

The face-to-face division of the programme includes seminars and workshops on the Edinburgh campus over the course of the semester, and - where possible - block-taught sessions on international and other Scottish campuses.

The online division of the programme is delivered through the university’s Virtual Learning Environment (VLE) VISION and uses additional technologies when suitable. The online learning design is based on the Community of Inquiry framework (Garrison & Anderson50) and its three major components of Cognitive-, Social- and Teaching presence. Practical Inquiry, the process embedded in Cognitive presence, considers both the psychological and sociological sides of the educational process identified by Dewey51 as early as 1897.

### 14. Assessment Policies:

The assessment regulations follow those for other Postgraduate courses in the University, except for one adjustment to the Common Assessment and Progression System: as is common in courses for academic staff, grading is on a pass / refer basis. Assessment involves a series of practical activities, which are aligned with the learning outcomes of the course being assessed. All assignments relate to the participants’ own practice in teaching, learning and research, and are coursework-based.

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<table>
<thead>
<tr>
<th>Programme Learning Outcomes</th>
<th>Strategic aims and priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding, Knowledge and Cognitive Skills</strong></td>
<td><strong>US: Deliver high quality teaching and learning</strong></td>
</tr>
<tr>
<td>Plan teaching approaches appropriate to the disciplinary context, mode, location, and level of learning, and choose confidently from a variety of suitable teaching methods.</td>
<td>L&amp;T Students 1: Provide an equivalent learning experience across all modes and locations of study L&amp;T Students 4: Enhance approaches to learning, teaching and assessment, drawing on internal and external good practice and aligning delivery methods with the institution’s learning and teaching priorities L&amp;T Staff 1: Equip staff, wherever they are located, with the skills and expertise to teach, assess and support student learning in a globalised institution</td>
</tr>
<tr>
<td>Demonstrate critical engagement with principles of curriculum design, and their application on course and programme level, both conceptually and within discipline contexts.</td>
<td>L&amp;T Students 3: Deliver a curriculum which is research-informed, professionally relevant, international and multi-disciplinary in its content L&amp;T Students 4: Enhance approaches to learning, teaching and assessment, drawing on internal and external good practice and aligning delivery methods with the institution’s learning and teaching priorities L&amp;T Staff 5: Align academic development activities for staff more closely with the University’s Learning and Teaching Strategy and the UK Professional Standards Framework</td>
</tr>
<tr>
<td>Relate contrasting assessment goals and functions to their role in educational design and how they affect student learning.</td>
<td>L&amp;T Students 4: Enhance approaches to learning, teaching and assessment, drawing on internal and external good practice and aligning delivery methods with the institution’s learning and teaching priorities L&amp;T Staff 1: Equip staff, wherever they are located, with the skills and expertise to teach, assess and support student learning in a globalised institution</td>
</tr>
<tr>
<td><strong>Scholarship, Enquiry and Research</strong></td>
<td><strong>US: Being informed by relevant research</strong></td>
</tr>
<tr>
<td>Integrate research in learning and teaching, and determine the most relevant approach to research informed teaching from the research-teaching nexus.</td>
<td>L&amp;T Students 3: Deliver a curriculum which is research-informed, professionally relevant, international and multi-disciplinary in its content L&amp;T Staff 2: Promote research-informed teaching, ensuring that research shapes the undergraduate and postgraduate taught curriculum</td>
</tr>
<tr>
<td>Evidence adoption of scholarship: integration of research and professional activities in their teaching and support of student learning.</td>
<td>L&amp;T Students 3: Deliver a curriculum which is research-informed, professionally relevant, international and multi-disciplinary in its content L&amp;T Staff 1: Equip staff, wherever they are located, with the skills and expertise to teach, assess and support student learning in a globalised institution L&amp;T Staff 2: Promote research-informed teaching, ensuring that research shapes the undergraduate and postgraduate taught curriculum</td>
</tr>
<tr>
<td>Evaluate their learning and teaching practice by choosing appropriate methods and methodologies.</td>
<td>L&amp;T Students 4: Enhance approaches to learning, teaching and assessment, drawing on internal and external good practice and aligning delivery methods with the institution’s learning and teaching priorities</td>
</tr>
<tr>
<td>Integrate critical engagement with education literature and practice, and implement pedagogical knowledge to educational design in their discipline.</td>
<td>L&amp;T Students 2: Support students in becoming confident, independent learners through a student-centred approach to learning L&amp;T Students 4: Enhance approaches to learning, teaching and assessment, drawing on internal and external good practice and aligning delivery methods with the institution’s learning and teaching priorities</td>
</tr>
<tr>
<td>Industrial, Commercial and Professional Practice</td>
<td>US: Continually supporting staff to introduce enhanced approaches to teaching, learning, assessment</td>
</tr>
<tr>
<td>Identify and develop their academic identity and situate their academic practice within the global environment of the institution, Scottish Higher Education, and external bodies.</td>
<td>L&amp;T Staff 3: Encourage the participation of staff in national and international learning and teaching conferences, workshops and developments</td>
</tr>
<tr>
<td>Evidence the adoption of a critically reflective approach to their academic practice and their own professional values in relation to learning, teaching and research.</td>
<td>L&amp;T Students 2: Support students in becoming confident, independent learners through a student-centred approach to learning</td>
</tr>
<tr>
<td>Implement the professional values, core knowledge and areas of activity of the UK Professional Standards Framework as a commitment to continuing professional development and evaluation of their practice.</td>
<td>L&amp;T Staff 4: Encourage the participation of staff in national and international learning and teaching conferences, workshops and developments</td>
</tr>
<tr>
<td>Autonomy, Accountability and Working with Others</td>
<td>US: Recognise increasing student diversity and identify solutions to their emerging needs</td>
</tr>
<tr>
<td>Adopt an inclusive attitude to equality and diversity, apply principles of interculturality and operate proactively within transnational education. Apply effective strategies to mentoring students, and supervision of student projects and research.</td>
<td>L&amp;T Students 1: Provide an equivalent learning experience across all modes and locations of study</td>
</tr>
<tr>
<td>Communication, Numeracy and ICT</td>
<td>L&amp;T Students 3: Deliver a curriculum which is research-informed, professionally relevant, international and multi-disciplinary in its content</td>
</tr>
<tr>
<td>Evaluate the relevance of technology and employ appropriate technologies to improve the student learning environment and experience, and appraise the potential benefits of changing pedagogic practice. Engage in professional dialogue with peers through effective communication and by giving constructive, useful feedback.</td>
<td>L&amp;T Students 2: Support students in becoming confident, independent learners through a student-centred approach to learning</td>
</tr>
<tr>
<td>L&amp;T Students 4: Enhance approaches to learning, teaching and assessment, drawing on internal and external good practice and aligning delivery methods with the institution's learning and teaching priorities</td>
<td>L&amp;T Staff 1: Equip staff, wherever they are located, with the skills and expertise to teach, assess and support student learning in a globalised institution</td>
</tr>
<tr>
<td>L&amp;T Staff 3: Encourage the participation of staff in national and international learning and teaching conferences, workshops and developments</td>
<td>L&amp;T Staff 4: Facilitate collaboration between staff in different locations in order to enhance educational practice and the curriculum</td>
</tr>
</tbody>
</table>
## C3 Graduate Attributes Mapping

<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>PGCAP Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specialist</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Possesses a breadth and depth of knowledge in their specialist area | 2. Relate contrasting assessment and feedback goals and functions to their role in educational design and apply these to student learning.  
3. Design teaching and assessment activities that foster student learning and are aligned within the curriculum.  
2. Justify the choice of underlying theoretical framework and the methods that derived from it, e.g. data gathering, research instruments, and data type. |
| Applies, through research and enquiry, a systematic and critical approach | 7. Evidence the adoption of scholarship by integrating research and professional activities to benefit their students’ learning.  
5. Justify alignment of the data analysis method to inquiry design and develop their arguments based on the critical interpretation of evidence. |
| Adopts an informed, analytical approach to identifying and resolving problems | 4. Critically evaluate evidence drawn from existing educational research, scholarship and practice.  
6. Integrate critical engagement with education literature and practice, and implement pedagogical knowledge to educational design in their discipline. |
| Is adept at utilising and applying knowledge in practical or academic contexts | 1. Demonstrate critical engagement with principles of curriculum design by applying them to courses and programmes within the framework of internal and external requirements.  
2. Formulate teaching approaches that foster student learning through the use of various methods, including technology, appropriate for their disciplinary context, mode, location, and level of learning. |
| **Creative**        |                         |
| Demonstrates critical-thinking, imagination and intellectual agility | 1. Demonstrate a critical understanding of student learning.  
2. Formulate teaching approaches that foster student learning through the use of various methods, including technology, appropriate for their disciplinary context, mode, location, and level of learning. |
<p>| Strives to be innovative and experimental in advancing knowledge and in creating solutions |                         |
| Is flexible and able to adapt to rapidly changing environments |                         |
| Seeks and progresses opportunities for change and growth |                         |</p>
<table>
<thead>
<tr>
<th>Professional</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Is reflective and critical</td>
<td>3. Reflect critically on their own academic practice in the light of research-teaching linkages and the scholarship of academic practice.</td>
<td></td>
<td></td>
<td>Course 1</td>
</tr>
<tr>
<td>Acts with integrity and an ethical approach, accepting personal responsibility</td>
<td>3. Apply an ethically sound approach to the inquiry from inception through to completion and dissemination of findings.</td>
<td></td>
<td></td>
<td>Year 2</td>
</tr>
<tr>
<td>Values and is adept at team-working and collaboration</td>
<td>6. Communicate effectively by engaging in professional dialogue with peers, giving constructive, useful feedback.</td>
<td></td>
<td></td>
<td>Course 1</td>
</tr>
<tr>
<td>Communicates in a confident, informed and inclusive way</td>
<td></td>
<td></td>
<td></td>
<td>Course 2</td>
</tr>
<tr>
<td>Is adept at evaluating, managing and presenting information</td>
<td>1. Critically evaluate an area of their learning and teaching practice by systematically undertaking an educational inquiry.</td>
<td></td>
<td></td>
<td>Year 2</td>
</tr>
<tr>
<td>Takes on increased responsibility</td>
<td>8. Continue their professional development by disseminating their findings successfully to a wider audience.</td>
<td></td>
<td></td>
<td>Year 2</td>
</tr>
<tr>
<td>Has an appetite for lifelong learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is reliable, dedicated and self-motivated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is able to apply their knowledge and skills in international and multi-cultural academic and professional contexts</td>
<td>5. Employ principles of interculturality to their own practice and operate proactively within transnational education.</td>
<td></td>
<td></td>
<td>Course 2</td>
</tr>
<tr>
<td>As a global citizen, is aware of and takes responsibility for the social, civic and ethical impact of their actions</td>
<td>5. Evidence the adoption of an inclusive attitude to equality and diversity in their support of student learning.</td>
<td></td>
<td></td>
<td>Course 1</td>
</tr>
<tr>
<td>Appreciates and responds to cross-cultural diversity</td>
<td>5. Employ principles of interculturality to their own practice and operate proactively within transnational education.</td>
<td></td>
<td></td>
<td>Course 2</td>
</tr>
<tr>
<td>Is aware of, and responds to, key challenges</td>
<td>4. Relate prior understanding of learning and the curriculum to the chosen inquiry into their academic practice, and produce original thoughts, ideas, processes, applications, recommendations, etc. to improve student learning.</td>
<td></td>
<td></td>
<td>Year 2</td>
</tr>
</tbody>
</table>
C4 Student Learning Code of Practice (on campus)

What staff can expect from students

This section is the official wording from the Academic Registry Postgraduate Handbook Template

Most importantly, we expect you to take charge of your own learning. This is your degree; to get the most of your time at the University you need to be independent, self-motivated and proactive in your studies. We understand that you may have other demands on your time, but your studies should come first. In addition, we expect:

- Preparation for classes as specified by your lecturers, including studying lecture notes, working on tutorial questions and participating in online activities. To do well in your studies you will need to undertake a significant amount of private study in addition to attending your timetabled classes
- Full engagement and attendance on time for lectures, laboratories, seminars and tutorials: during the semester it is your responsibility to be available to attend classes and, in particular, class tests
- Basic organisational skills, including coming to classes with pen and paper ready to take notes or with equipment for electronic note-taking, and using a calendar so that you don't forget deadlines and appointments
- Attention, courtesy and participation during classes; this includes asking and answering questions in lectures and tutorials
- Respecting deadlines for any assignments
- Taking responsibility for your work, whether completed individually or as part of a group
- Attendance at any scheduled meetings with a member of staff. If you can’t make a scheduled meeting, please notify the member of staff in advance rather than just not attending
- Checking your University email, providing timely responses to emails from members of staff
- Provision of feedback on your courses and programme
- Commitment to your learning and a professional approach to your academic work
- Self-reflection on progress and willingness to learn from feedback on tutorial work, projects, exams, and trying to improve your work based on that feedback
- Determination and persistence; some topics and problems will be challenging and we expect you to make a sustained effort to master difficult topics. Lecturers are there to help if you need it
- To keep yourself informed about new and interesting developments in your discipline (beyond what is covered in your courses)
- Full referencing of all work *
- Adherence with regulations and requirements, including health and safety
- Politeness and respect for all members of the Heriot-Watt University community (www.hw.ac.uk/equality/Values/Values%20Index.htm) and for the facilities/services provided. This includes switching off your phones and other social media during classes

* Full referencing is required in accordance with the conventions of your subject area/discipline. Guidance on referencing and the use of sources is available from your subject librarian and the Effective Learning Service (http://www.hw.ac.uk/is/skills-development/study-support.htm). Remember that plagiarism is an academic offence even if it is unintentional; you need to take care to avoid it.
What students can expect from staff

Teaching is one of the most important duties for members of staff. Although members of academic staff have research and administrative duties which also require attention, we aim to provide:

- Commitment to helping you learn, with support, encouragement and technical back-up to help you develop your skills
- Research informed teaching and high quality delivery of learning materials in accordance with the syllabus
- Advice and support on course content at tutorials, laboratories and through pre-arranged meetings
- Appropriate supervision of project/dissertation work
- Clear information and guidance on assessment requirements
- Availability for face-to-face meetings, either during scheduled office hours or at pre-arranged times
- Timely oral and written feedback
- Timely provision of marks/grades for coursework and exams
- A prompt response from your mentor
- A timely response to general email questions
- Guidance on specific regulations and requirements including those related to health and safety
- Politeness and respect (www.hw.ac.uk/equality/Values/Values%20Index.htm)

Sometimes members of staff are away on University business and are not able to respond as quickly as normal. If this happens, they will leave an “out-of-office” message and will advise you who to contact instead.

If you have a problem

If you have a personal or any other type of problem that is having an adverse effect on your studies, please discuss it with your mentor. We are here to help. You can also discuss any personal problems including counselling, disability and financial difficulties with the staff in the Student Support (and Accommodation) Office (www.hw.ac.uk/support, or email studentsupport@hw.ac.uk).

For problems about your course or study programme, talk to the lecturer first. If that doesn't help, you can raise the matter with your Class Representative or the Year Director of Studies.

Academic Registrar and Deputy Secretary

September 2013; rev January 2014